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As we go to press . . .

We have seized upon the Journal's Seventy-Five Years of continuous publication as an opportunity for comparing the old and the new in education. By such comparisons we are enabled to make some rough appraisal of progress. Pictures copied from Volume One are scattered among the current pages to lend an air of quaintness and thereby to suggest how times have changed. We are not engaged in proving that there was once a Golden Age of education or anything else, for we believe the signs of the times indicate considerable improvement. The schools are drawing closer to their goal of a more effective education for all the children. They have a clearer understanding of the problems that confront them, newer and more scientific means of seeking solutions. They have vastly better textbooks, added facilities for instruction, higher standards of teacher preparation, truer concepts of the job ahead.

We trust you will find the ensuing pages both enjoyable and interesting.

For the future, as in the past, the Journal will strive not only to record educational advances but by so doing to aid in making such gains more widespread and actual. We promise you to emphasize more and more the original, creative and truly constructive aspects of education.

You will recognize in this issue that we were quite unable to dwell only on the past. Here as always are discussed modern situations, tasks that challenge educators today. We merely present matter this month in an unusual perspective.

Your Textbook Reporter

History of Education

Written by Luella Cole, **The History of Education** from Socrates to Montessori strikes a new note in books covering this subject. The chronicle takes up the lives and practices of twenty-three great teachers ranging from 500 B. C. to the present century. It shows these teachers putting their theories to work. It pictures their schools or classrooms. It is not a history of educational philosophy so much as a panorama of educators at their task.

Yet the concluding chapters give the benefit of the author's own thinking about the characters in her book. She sees a wide variety of attributes displayed by these individuals, suggesting that different times call for different traits in educational leaders. She sees certain contrasting theories forever in dispute. She notes that all her characters recommend kindness and reason in handling children. And she points out that education takes two steps forward and one backward in its march from age to age or decade to decade. Reading this text should be no hardship. When one reaches the end, one should have a better sense of perspective.

A HISTORY OF EDUCATION. Luella Cole. Rinehart and Company, New York.

Curriculum Development

This treatise on **The Fundamentals of Curriculum Development** contains over 700 pages, thus suggesting the scope of the problem. A significant portion of the book deals with value systems. Agreement upon a set of values is surely basic to the proper selection of curriculum materials. Here the authors take an idealistic view of the many inconsistencies manifest in American life, believing that we as a people really mean to behave honorably and well.

Whatever pattern may be chosen for the new curriculum, the authors would not have young citizens take society's shortcomings for granted or gloss them over.

In developing the curriculum, good human relations are essential all along the line. The movement may start with school administrators, but parents, civic leaders, local organizations, the school faculty and educational experts should participate, and all should realize that it is a common enterprise.

The theme of the volume is curricular engineering, one might almost say educational statesmanship.

THE FUNDAMENTALS OF CURRICULUM DEVELOPMENT. Smith and others. World Book Company, Yonkers, N. Y. $4.50

Film Story Books

Eight little supplementary readers in stiff paper covers wear the suggested title **It's Fun to Find Out.** Four of these units deal with animals—squirrel, kittens, shepherd dog and farm animals. The other units explain the fireman, the postman, the food store and the country fair.

The wording is simple enough for the average first or second grader to absorb. Illustrations are drawn from corresponding films in the Encyclopedia Britannica series. The pamphlets may be used either with or without the films. Reading expert Paul Witty of Northwestern supervised the preparation of these teaching aids. They are meant to gratify the child's natural curiosity about familiar objects. It seems like a good idea ably carried out. We need more of this coordination between films and books, provided both serve an educational purpose.

IT'S FUN TO FIND OUT (6 titles). Film-Story Books. D. C. Heath and Company, Boston. $.32 each

Story of the McGuffeys

Alice McGuffey Ruggles, a granddaughter of Alexander McGuffey, has written a little book that should delight the old timers brought up on the McGuffey Readers, while showing those younger and less fortunate what made those early text so popular and so well remembered.

The Story of the McGuffeys begins with the grandfather of William and Alexander, a Scotch shoemaker who migrated to the United States in 1774. There are anecdotes of pioneering life and an account of how the grandson William, clergyman and scholar, developed his readers from his experience as teacher of his own children. Neither William nor his brother Alexander, who compiled the McGuffey spellers and the fifth and sixth readers drew more than a nominal payment from the series that enriched a Cincinnatti publisher and several of his successors enormously. Some 122 million copies are said to have sold in the decade from 1840 to 1900.

No other textbooks ever had so profound an influence upon America. It is good to have their background brought to light today.

THE STORY OF THE MCGUFFEYS. Alice McGuffey Ruggles. American Book Company, New York. $3.00

Modern Educational Practice

Good teachers are always coming up with clever ways of solving their everyday problems. **Modern Educational Practice** contains more than a thousand of these solutions, gathered from many schools by a pair of authors who had unusual opportunities of access to such material. They participated in five educational surveys, from which they drew their anecdotes.

The result is a volume of 400 pages that nobody may wish to read in its entirety any more than one does a dictionary. But when a teacher wants to arouse pupil interest, to cure some child's habit of being late, or to make life more endurable for a substitute, here will be found the answers. This is not a treatise on theory. Yet it gives enough theory for orientation. Terse allusions under the heads "Psychology Says" and "Society Says" show how ensuing techniques fit into a sound philosophy of education. Those who have the book are advised not to adopt without adapting.

Here is a treasure chest of methods that have worked.

MODERN EDUCATIONAL PRACTICE. Mort and Vincent. McGraw-Hill Book Company, New York. $4.50

Happy Times with Sounds

Workbooks for the first three grades carry the caption **Happy Times with Sounds.** There is an accompanying teacher's manual for the series.

We all know how educators a generation ago went to the extreme of teaching words by sight. Flash cards were used to a degree that made

English words a sort of Chinese. Reading became a combination of visual memory and guesswork. Some children survived the ordeal and others foundered. Today the trend is towards a combination method which includes phonics.

These new workbooks introduce the child first to consonant sounds by presenting a page of pictures, each showing an object whose name begins with "s" or "m" or whatever the day's lesson may offer. The manual provides a handy guide with jingles, rhymes and songs suggested wherever these should help. At first the workbook deals solely with sounds. Then it takes up letters. The pace is slow. There are key pictures to be colored by the pupil. There are letters to be recognized and underscored. There is a taste of spelling.

Book two gets into the vowels, starting with short sounds and advancing to long sounds. Even in the first book there are sentences to be read probably with more comfort because at least the initial sounds of the words have been met and mastered. Visual recognition has an assist from phonics. The child gains confidence as he learns that letters stands for certain sounds.

HAPPY TIMES WITH SOUNDS. Lola Merle Thompson. Allyn and Bacon, Boston.

Supervision for Better Schools

What the school supervisor should know about his job is told rather well in **Supervision for Better Schools.** As the principles and desirable practices are set forth, one sees the task as something larger and more complex than it once was thought to be. The supervisor must learn to lead, not to push around. He needs tact, patience, a kindly spirit. He is humble. He does nothing revolutionary at first. He understands human relations. He knows how people work in groups.

If you dislike faculty meetings, maybe the ones you have attended are not like those described in this book. If your superior officer assigns you to a certain responsibility and grants you no corresponding authority, he hasn't read this text, or if he has, he doesn't go by what it says. You want your supervisor to help you with your problems, not to irk you with stupid rules. Then why not take up a collection among like-minded colleagues and make the old fussbudget a present of **Supervision for Better Schools?** It is written in a style that might catch his fancy. And there's a lot of cartoons any one of which might make a different man of him. If he has a suggestion box, quietly lay the book on top of it and sneak away.

SUPERVISION FOR BETTER SCHOOLS. Kimball Wiles. Prentice-Hall, Inc., New York. $3.75

Perspectives

Teachers who are interested in maintaining balance and in seeing the triple lights of science, philosophy and religion brought to bear on the problems of a decade may find new insights in **Perspectives for a Troubled Decade.** The ninety-five contributors to this symposium, including such famous names as Margaret Mead, John LaFarge and Gordon Allport, represent a cross section of contemporary American thought. Problems re-examined lie in such broad fields as national unity, world peace, education and conflicts of power. The book is the outcome of the tenth Conference on Science, Philosophy and Religion in Their Relation to the Democratic Way of Life.

PERSPECTIVES ON A TROUBLED DECADE. Edited by Lyman Bryson and others. Harper and Brothers, New York. $5.50

Elementary Social Studies

Faculty committees work out an ideal curriculum in the social studies and teachers wonder how it can be applied when they have only a geography text and a history text and no way to bridge the gap between them.

How to merge history, geography and civics into a social studies program is often a tough problem for the teacher. A good textbook in the social studies will simplify the problem. But to reach the roots of the matter, the teacher may well read **Social Studies in the Elementary School.**

The author takes up various procedures ranging from traditional to ultramodern, but is willing to settle for something in the middle. He suggests an orderly plan, related to child development and interest, but not just whatever children happen to clamor for. How to study the community—what basic concepts should be kept in mind, what can be done with certain units,—such are the questions considered in this helpful little volume.

SOCIAL STUDIES IN THE ELEMENTARY SCHOOL. Ralph C. Preston. Rinehart and Company, New York. $3.00

A Good School Day

Elementary teachers in general and those in one-or-two-teacher schools in particular will find helpful suggestions for organizing their work in **A Good School Day.** Hints on getting acquainted with community resources, watching out for pupil needs, when and how to let pupils share in planning and in other school responsibilities, and judging sanely one's own progress in teaching are given, with cartoon illustrations for emphasis. Included in the appendix are tentative schedules for various types of schools.

A GOOD SCHOOL DAY. Viola Theman. Teachers College, Columbia, Bureau of Publications, New York. $.60

Also Received

Chrysalis, a Novel. Howell. Exposition Press, New York.

Functional Curriculum for Youth. Featherstone. American Book, New York.

Getting Along with Brothers and Sisters. Ullmann. Science Research Associates, Chicago.

Good Times Through Literature. Pooley and others. Scott, Foresman, Chicago. (With accompanying Guidebook and Think It Through Book.)

Hebrew Impact on Western Cilization, edited by Dagobert Runes. Philosophical Library, New York.

Helping Children Read Better. Witty. Science Research Associates.

Helping Youth Choose Careers. Humphreys. Science Research Associates.

Maps, a catalog of copyright entries January to June 1950. Library of Congress, Washington, D. C.

Patterns of Educational Philosophy. Brameld. World Book Co., Yonkers, New York.

You and Democracy. Gordon. E. P. Dutton, New York.

Where Are Your Manners? Hertz. Science Research Associates.

WHEN WE WERE VERY YOUNG

Did you ever wish you had asked certain questions of your grandparents or great aunt or uncle while they were still alive? If you had asked those questions and set down the answers, you would now know about your forebears and the times in which they lived.

Here on this magazine, now seventy-five years of age, we ought to have inquired diligently of our predecessor, Albert E. Winship, regarding the things he could remember about the early days of the Journal for he was acquainted with Thomas Bicknell, the founding editor and was a contributor to his periodical some years before succeeding to the editorship in 1886.

Here are a few facts we have gleaned from early issues of the magazine and from notes gathered by Mr. Richard B. Michael while studying the records of the American Institute of Instruction for his doctoral dissertation at George Peabody College.

The American Institute of Instruction was the first semi-national organization in the United States for the promotion of Education. It flourished during the last quarter of the nineteenth century and appears to have dwindled into obscurity by 1917 or thereabouts.

During the first five years of this periodical's existence, from 1875 to 1880, the Journal was sponsored by the Institute, which annually appointed a committee to look after the magazine and urge upon all schoolmen the importance of subscribing to and reading it. It was "The New England Journal of Education" and it had come into being to replace a number of state journals, one of them the Massachusetts Teacher.

The Journal of Education, published weekly, received high praise from the committees that successively watched its performance in those pioneering years. It was easily the best magazine in the civilized world, if sponsors are to be believed. On yellowing covers one can still read the descriptive words "Journal of Education, Literature and Science". We have come a long way in specialization since then, we Americans, and our periodicals cover only small areas of culture. This Journal long ago ceased its attempt to cover literature and science. But it does continue to take a comprehensive view of education, leaving other publications to devote themselves to subdivisions of the field.

This little summary ought not to close without a quotation from proceedings of the American Institute for 1879:

"Resolved, That we look with pride upon the fact that a committee of distinguished educators, representing the most civilized nationalities of the earth, recently declared at the Paris exposition that our own national *Journal of Education*, published at Boston, was the best in the world, and gave the bronze medal, the highest award possible, in testimony of their decision."

At the age of four, it was an illustrious infant.

— EDITORIAL

THE PROPHET ROBIDA

Crystal gazing is prevalent at all times. But the vast majority of prophets turn out to have been mistaken. When one of them happens to guess correctly, historians bring him back to life and make him a hero.

The greatest hero of this sort to have been revived of late is one Alfred Robida, a French caricaturist of seventy years ago, whose forecasts were recalled by This Week in a January issue. Robida pictured a machine for bringing spoken news to the breakfast table, for delivering music, literature and philosophy to the home. The contraption resembled a meat grinder, but no matter. It was radio. He visualized a device called "the magic eye", which would enable one to witness a play, see merchandise displayed in shops, and observe sports events. We call it television. He painted flying taxis and the air mail. He imagined aerial battles and bombs dropped from the sky. There would be floating fortresses at sea and submarines dueling beneath the waves. Bacteria would be shot against enemy ports. There would be inoculations against disease and one could even have an injection to insure happiness. We haven't experienced this yet, though governments are working at it, along with sedatives for reducing the pain of taxes.

Robida was quite a fellow. Somewhere a modern Robida is foreshadowing what the year 2000 or 2025 will offer. His precise identity will remain a secret until the years unroll themselves.

No doubt there will be more inventions. We hope they will be better controlled and utilized. That's a job for you know whom.

COLD WATER RECRUITING

Not long ago the *New York Times* published a letter from a high school girl who intended to prepare herself for elementary teaching. Although her problem was mainly financial, since even with free tuition she would be drawing on the family income for four years instead of contributing to it, she noted the lack of any encouragement or helpful guidance from her school.

One way to increase the number of teachers would, of course, be to ease the money situation for teacher candidates. That would not necessarily raise the quality. Nor does the present era of military spending seem propitious for enlisting popular support for such a program, important though it is.

One thing that can be done, now, is to step up efforts at recruiting for the profession. While organizations outside the schools can assist, as some already do, the chief impetus must come from inside—from teachers who are themselves convinced that this is one of the most worthwhile callings in the world. High school students who are already inclined toward teaching ought never to have cold water poured on the career of their preference.

WAR REMINDS US

When a military draft comes along, our attention is focused upon the high percentage of young men physically or mentally unfit for acceptance by our armed forces.

In the second World War, just over a third of the men examined for the draft were rejected for physical defects. When this situation was sensed by the public, a demand arose that the schools do something. Shouldn't they pay more attention to children's health, to physical exercise and recreation? Of course they should, and some of them did. Some systems hired more doctors and nurses, stepped up physical education, even tried to extend athletics to all the children.

All this was good. The pity is that the movement did not spread to all the schools. Sad to say, in many schools that did provide health and physical programs, these were half-hearted affairs. Children don't take much interest in a subject that they meet only once a week for an hour or less. Coaches seldom put much enthusiasm into health and physical development for all the children. For such reasons plus the ever-present financial one, this important objective of a strong and healthy body for every normal American boy or girl has not been brought much nearer. We again hear of communities in which over half the men called up for the draft are rejected.

Isn't it time the schools faced this problem in earnest—not primarily to increase our military might, but to give every child his rightful opportunity to grow in stature, strength and soundness? We think it is.

SCHOOLS VERSUS NIGHT CLUBS

If yours is one of those many communities in dire need of school construction, don't give up too easily in the face of confused priorities. Take a leaf from the proprietors of night clubs and dance halls. Those fellows found ways to enlarge their pleasure palaces and even to build new ones during the second world war, and today, with the nation in half a war instead of a whole war, industry is geared to far greater production. Adequate housing for schools deserves a high degree of firstness. In many places the need is already great and growing greater.

Reports are coming in that some school authorities are scuttling their building projects or postponing them indefinitely. This is a mistake, induced by panic. The matter calls for bold and insistent action. Public opinion can and should be enlisted on the side of education. Children must not be cheated. Emergency funds for school construction have been provided because the emergency was real. It is no less real because part of our effort must go for military purposes.

If citizens concerned with the planning and providing of school facilities accept the challenge of the hour, they will be able to win out against selfish groups and individuals.

Don't give up the ship—meaning the school building that is urgently needed. The public is bound to back you up—and government officers will obey the public.

STAR GAZER'S HOPE

A number of outstanding scientists were asked what they thought would be the most significant developments of science in the next fifty years. More revelations in nuclear physics, flights at a thousand miles an hour, average life expectancy of a hundred years—such were the replies.

It remained for Dr. Harlow Shapley, Harvard astronomer, to look at the stars ahead of us and see some hope for humanity. He wrote:

"I predict, as the pundits say, that if there is a civilization in 2000 A. D., one that is interested in our predictions, it will be because there have been great developments in the emerging science of human relations.

"The next 50 years will depend more on the discoveries in sociology than in physics; more on the growth of the human spirit than on the triumphs of the human mind."

PROBLEMS OLD AND NEW

Some of 1875's Problems Are Still ?'s Others Have Become !'s

As we look behind us, we sometimes feel that teaching must have been easier in horse and buggy days. Back in 1875, we think, everything was simpler.

Discipline was no problem then because pupils who made trouble could be expelled. Children—all children—were more respectful. Besides, there was always a willow switch in the corner.

Boys and girls who couldn't learn could drop out of school and go to work. High schools were for the lucky few who could cope with the "disciplines" required for college admission. (Less than 1 in 20 got the chance to try.) A college degree, we say wistfully, really meant something in those days. (We don't stop to ask ourselves, "What?")

Choices were fewer. Young women entered teaching because they preferred it to factory work or domestic service. (If two years at a normal school did not prepare them to teach eight age groups in one room, well, they could marry farmers.)

Recent comparisons have blasted the notion that "the little red schoolhouse" turned out graduates, any one of whom could beat today's students in reading, reckoning and spelling. But we cling tenaciously, some of us, to the idea that in the good old days, things were better.

The Problems They Tackled

To the men and women struggling with educational problems in the period that followed the War Between the States, the "good old days" had some very bad spots. Teachers were on their own with little guidance from any source. Sometimes, that meant fighting it out with the boys in the back row. Then, as now, there were the larger battles to be fought, battles that in some cases, have still to be won.

Federal aid to education raised many temperatures to the boiling point. Although the new U. S. Department of Education had begun to piece together the educational puzzle, Commissioner John Eaton lacked both the money and the power to help schools in the shattered Southern states. In 1870, the Hoar Bill proposed a system of *federal aid plus federal control to* combat the possibility of a large block of illiterate voters below the Mason and Dixon line. This modest measure called for a State Superintendent of National Schools to prescribe texts for "delinquent" states, Division Inspectors to be sent out from Washington, and a direct tax of $50,000,000 to be levied annually for school purposes. Amid cries of "Despotic", the bill failed.

Laws calling for mixed schools in some southern states had resulted in white children being kept at home. When, in 1876, separate schools for negro and white children were made mandatory, the bankrupt, furious South was in no condition to put the new system in working order. (We might, here, ask ourselves what it was like to be a Southern teacher during Reconstruction.)

Crusaders for a *public education fund* were doomed to disappointment. For years, Commissioner Eaton urged that the proceeds from the sale of public lands be used for this purpose. Not until 1881 was there any attempt at legislative action. Then, the Blair Bill, providing for the distribution of $77,000,000 to the various states on the basis of their illiteracy rates, passed three times in the Senate, only to be rejected each time in the House.

Strong public opposition to high schools came out of the demands for economy that followed the panic of 1873. High school education, besides being a novelty, was expensive. The wealthier taxpayers, who sent their children elsewhere to be educated were joined in the attack by those at the opposite end of the economic scale, whose children had to go to work early. (In the '80s, employers were to blame the high schools for spoiling good laboring men and to accuse the elementary schools of educating the children of "the laboring class" beyond their "station in life.")

The Kalamazoo Case in 1872 established the right of school authorities to tax for this new frill and fad of education.

With the boom in iron and steel came *demands for industrial education.* Supporters themselves differed hotly about the aims of the proposed program. Some wanted manual training for human development; others, direct preparation for factory work.

By 1870, 17 states had *compulsory attendance laws* on the books but getting hold of Willie to educate him was still a major problem. Local authorities were usually indifferent or inclined to side with Willie and there wasn't much that teachers could do about it.

The improvement of rural education got little attention from a generation that took for granted the fact that rural schools lagged 50 years behind the city schools. More money, more equipment, more supervision, more stimulation were urgently needed by the country teacher, who, in her leisure hours, often had to adjust to the routine of the family with whom she was "boarding out."

Teachers' salaries were not recognized as a problem. The homegrown teacher with meager preparation could expect wages on a level with the lowest paid workers in the mills, about half what skilled female labor was getting. Small wonder that there were tombstone captions like the one that summed up the life of Ezekial Jenkins:

"Malden's late schoolmaster from a painful life is gone to his rest."

An unprecedented increase in school enrollments resulted from a population rise of 25% during the 70's. If increases in total school expenditures and in the outlay for school buildings are any indication, the problem was met quantitatively, at least. A school year averaging only 132 days, plus low salaries and inadequate teacher training, suggest that the quality of education given may have left something to be desired.

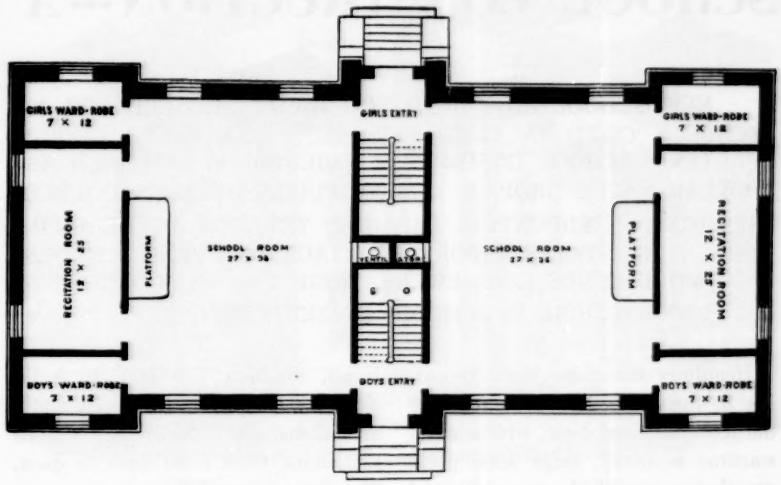
What We Face Today

In 1951, we have the advantage of having our problems defined for us by experts. And local school systems can count on state and federal help in trying to work them out.

Number one problem for the new year is, of course, *adjusting to the hundred yard dash towards mobilization.*

As the hotly debated issues of *deferment* and *military service* are settled by Congress, *curriculum readjustments* in the form of both *content changes* and *accelerated programs*, must be made. Student and faculty *morale* will require extra attention at a time when the schools will be called on for *extra services.*

In 1876 — a solution; in 1951 — a problem.



Financial wizardry will be needed to balance *school budgets.* It is no news that the 81st Congress allowed several federal-aid-to-education measures to die and that no one expects a quick renascence. Many superintendents are watching for news of measures involving *federal aid to impact areas.*

Good progress towards solving the *teacher shortage* at the high school level was made in 1950, when many teachers with substandard certificates were weeded out of the schools. The burning question now is what the schools can do if 45,000 teachers are lost to the draft and defense industries as they were in World War II. Answers are being sought in all quarters.

Securing citizen support for education becomes increasingly important. Last year 400 citizen committees were organized to work for better schools. Clearest indication of their potential value was the outstanding job done by the Connecticut group headed by Norman Cousins, *Saturday Review of Literature* editor. Last month the Educational Policies Commission came out strongly in favor of more such committees. A thousand citizens from 10 midwestern states met in Cleveland to discuss the effect of the national crisis on the schools. Those who think nothing good can happen in 1951 should watch for more such developments.

The battle of the Progressives vs. the Traditionalists will probably be followed by a truce when the AASA-NEA report on the Pasadena situation is released. (See p. 76) Last year's surveys in Minneapolis, Denver, and Portland, Oregon, other areas affected, showed that the school critics were "a highly vocal *minority.*"

Apparently most public school teachers and administrators do not consider *loyalty oaths* a problem, if willingness to sign them is any indication. But loyalty oath legislation in many states will be effected by the ultimate outcome of the University of California controversy. Educators concerned about academic freedom are waiting to see whether this case will be carried into the higher courts, or whether the decision of the District Court of Appeals will stand.

SCHOOL CONSTRUCTION --- A CHALLENGE

NEW SCHOOL BIDS HELD TOO HIGH . . . NEED FOR 40 SCHOOLS CITED IN FUND PLEA . . . TAXPAYER GROUP PROTESTS SCHOOL COSTS. VAST BUILDING PLAN URGED AS DOLLAR VALUE DROPS . . . 88,000 PUPILS HERE ON DOUBLE SESSION . . . EDUCATION IMPAIRED THROUGH OVERCROWDING . . . 36 STATES REPORT SHORTAGE OF RURAL SCHOOLS . . . MORE FUNDS FOR SEWERS, NONE FOR SCHOOLHOUSES . . . 2,000,000 MORE IN SCHOOLS BY SEPTEMBER '51.

Headlines like these were appearing in the daily papers even before the Korean crisis. Now, with a near-wartime economy, large scale plans are being modified, as additional funds are sought to carry forward construction of essential buildings whose costs have skyrocketed. Much needed rehabilitation is being postponed and new construction reluctantly cut down as shortages of men and materials loom.

There are no easy answers to the problem of housing the mounting school population. But that is no reason for failing to take stock of gains made since World War II or for overlooking the fact that today's new schools, where we have them, are better schools. It is no reason for forgetting that, more often than not, emergency solutions can be worked out.

The schoolhouse problem is a threefold one: financing of construction, design of buildings, and rehabilitation of existing structures. And around the country, exciting progress has been made since World War II in finding solutions to these three phases of the problem.

1. *Citizens Tax Themselves*

Take Longview, Washington, for instance. Population increases in this lumbering town had resulted in jammed classrooms and double shifts for first and second graders. It was time to act. First, the school board had the courage to ask for two special levies, totalling $700,000, to build a needed primary school. PTA mothers distributed handbills, phoned neighbors, went from door to door. The drive succeeded.

When the new school was nearly completed, it became obvious that the present junior high school building was also needed to house elementary pupils and that therefore a $750,000 bond issue must be voted for construction of a new junior high. Radio broadcasts, speakers, and in-school discussions again got the public interested. But when election day came, the roads were covered with glare ice. A sound truck, manned by two ex-college professors, and reminders from a local news commentator helped to get the voters out. Parents, however, think the decisive factor was a little high-pressuring on the part of the children.

Longview is not an overprivileged community. But Longview citizens voted three times in succession to tax themselves 'til it hurt.

2. *State Helps for School Planning*

Today's construction dollar has to stretch far and to provide something better than a little red schoolhouse or a big, red-brick institution. This is where state education department consultation services come in. Result? What Virginia's supervisor of building services, Arthur Chapman, sweepingly termed "general improvement in school design with emphasis on function as to materials, design, equipment and construction." Chapman recommends the development of state planning guides for all school architects and superintendents.

Connecticut has been especially successful with this practice. Trends in schoolhouse planning throughout the state are pictured in a brochure recently published by the state board of education and the school building commission. The pamphlet is valuable as a barometer of current thinking in these fields. The 22 buildings pictured in CONNECTICUT SCHOOLS TODAY have the simple, clear-cut lines characteristic of a mature architecture. Informal in spirit, mainly one story, some with clerestory sections to provide extra lighting and cross ventilation, these elementary and high schools illustrate many of the better trends in modern design. Yet each was built to fit the needs of a particular community.

One primary school has covered terraces next to classrooms so that rainy weather recesses are no longer a problem. Where transportation is a major consideration, safety bus-loading platforms and ample parking spaces are provided. Special rooms like kindergartens, cafeterias, gymnasiums and assemblies are taken care of in wings, separated from the main classrooms. The school-as-community center is not forgotten in rooms designed for multipurpose group activities. While radiant heating has been used in only one case, the lucky 1951 janitor won't be found tending a basement furnace. His headquarters may be on the main floor or in a wing, and they are sure to be clean, light and airy. The use of glass brick, of well lighted display cases for exhibiting pupil work, of ceiling high windows in

corridors — these and other features give a new look to education.

To make sure that every community is familiar with legal procedures necessary to get state aid for school construction, the Connecticut School Building Commission has published, *Suggestions to Communities Planning School Building Projects.* This pamphlet explains the school building aid program, gives hints for planning construction, outlines the steps a town should take to secure a state grant, and shows sample architect's certificates and forms for calling special town meetings.

Connecticut's construction program is still going forward. Last month the Building Commission earmarked state grants totalling $833,640 for 10 communities planning over two million in new construction.

3. *Some Schools Compromise*

Despite new techniques for fund raising at the local level, state grants or state planning guides, many communities simply cannot afford new buildings. Others believe that rehabilitation of safe, solid buildings, besides making good economic sense, is a step toward equalizing educational opportunity.

If your town is stuck with drab, Victorian buildings, it doesn't necessarily mean that another generation of children must grow up associating education with dark, dreary rooms. The city of Newton, Mass., is showing other places that it isn't necessary to build a brand new school to give pupils a new environment. A few tax dollars, properly spent, can work wonders.

Forty-three years ago, Hyde Elementary School in Newton Highlands was built to *last.* The building, safe and serviceable, had gradually taken on a dingy look. Classrooms had the dark wood floors, buff walls, brown woodwork and greyish blackboards in vogue in 1907, but depressing to youngsters used to light and lively colors.

In 1876 this represented the latest in school architecture.

With 29 new buildings in the district and two more scheduled to be built each year, Hyde's shortcomings were conspicuous.

Last year Superintendent Harold B. Gores and other top Newton educators decided to try an experiment. The local building commissioner was called in, and after a consultation, a first grade classroom selected for improvements.

First the floor was sanded down to reveal the wood's natural bright finish. Next came the walls, which were transformed from the traditional depressing buff to flat cream and pale green. The Harmon technique of classroom painting, which utilizes paints of high light reflective value, worked wonders.

The ceiling and lighting were then tackled. The old frosted globes were ripped out and up went fluorescent fixtures — enough to get any ordinary classroom out of the dark ages. But Newton gilded the lily by putting in a new type of luminuous ceiling developed by engineers at Massachusetts Institute of Technology. This consists of corrugated Vinylite strips suspended across the room 18 inches below the fluorescent fixtures. Uniform non-glare lighting — a warm, soft glow to the children — is the result.

Streamlined, movable airplane desks in natural finish, each holding two children, replaced the old, dark desks and chairs. The new chairs are made of chrome with plastic backs and seats.

Blackboards were treated and made green in accordance with modern lighting knowledge.

What was the bill for bringing Newton first-graders up-to-date? The lighting fixtures cost about $325, the painting $300, the floor $100 and the chairs less than the price paid for the old prison-made furniture. (The ceiling was extra, of course.)

Superintendent Gore's experiment worked so well that the same improvements were made in Hyde's other rooms and the Newton school department is planning to brighten classrooms in other schools of the same vintage.

Other communities might do worse than follow this lead and help their well-built but drab-looking buildings to wake up and live.

THE ATTACK ON TEACHER EDUCATION

How are America's teachers of teachers to take the barrage of criticisms appearing in popular periodicals? Here, Mr. Venable suggests that these can be viewed not as a series of uncalled for insults but as a challenge and a stimulus for improvement from within the profession.

The big guns have started again. Both laymen and professors of academic subjects are blasting professional education in periodicals and from lecture platforms.

Last year an article titled "Quackery in the Public Schools" by Albert Lynd was published in the *Atlantic Monthly*. It was a scathing criticism of our colleges of education. Professors of education dashed to their typewriters to denounce the article. The reply, written by Gilbert E. Case and published in a later issue of the *Atlantic*, offers in its cool logic and objectivity a favorable contrast to Mr. Lynd's original essay.

This was not the only exchange of blows. A similar attack and reply appeared in last year's *Bulletin of the American Association of University Professors*. Earlier the Harvard Committee in *General Education in a Free Society* proposed that we cut down the number of education courses required for teacher certification.

Such attacks are to be expected. The field of professional education is new and must expect to go through a period of hazing before it is formally admitted to the august fraternity of subject matter fields. We still hear sociology belittled; some of our older colleges still merely tolerate American literature, and I imagine courses in the English vernacular were regarded in much the same skeptical light when they first appeared in our Latin speaking schools. We would be foolish to think that professional education in its infancy could expect to receive less harsh treatment.

I am not so much concerned, then, about the attacks themselves. The real danger is that professional education will ignore the criticisms and continue the errors that have brought about the attacks. We would do better to stop and consider why these issues have arisen.

Few people will deny that professional education has made a genuine contribution to American culture. To name only one thing, some of the country's most distinguished philosophers have come to us from this field. I have no doubt that educators will continue to make contributions in developing new philosophies, improving teaching practices and making school administration more efficient.

However, such contributions will be less effective than they might otherwise be if we allow some of our practices to be sitting ducks for lay and academic sharpshooters and fail to examine the charges that are being made against us. Instead, if we have the strength, we can learn and grow through criticism.

One charge that is made again and again is that there is a deadly repetition in education courses which at best, does not challenge the better student, and at worst, kills any honest desire he has to launch out into original and constructive thinking. The fact that we hold off some of our more fundamental courses until the graduate level seems to me to be evidence that there is some truth in this charge.

Learning by the new method.

Another claim is that the vocabulary of education has become a meaningless babble of words. Again we must admit that there is an element of truth on the "enemy's" side. Every profession has its jargon and so does education. However, our failure to define our terms clearly is responsible for the hazy thinking of many of our well-meaning but confused followers.

The criticisms mentioned above are only two from a long list. Professional educators cannot afford to ignore them. Each criticism must be examined carefully to see whether we can derive from it new insights for bettering the field. If we correct our own practices, professional education does not need to be on the defensive.

TOM C. VENABLE
Murray State College
Murray, Kentucky

Salary Schedule Adjusts To Cost of Living

RAYMOND A. LUMLEY
Superintendent of Schools
Bridgeport, Connecticut

Adjusting salary schedules to meet rising costs of living is a perennial problem. The Easton, Connecticut, schools got advice from an expert and worked out what local educators think is a satisfactory solution. Of course, anything can happen as mobilization changes the picture, but the Easton schedule has the advantage of flexibility and can be modified as conditions change.

This past year the Easton Board of Education studied the salary problem for some time before Board member Sartorius, a member of a Wall Street brokerage firm, suggested a solution.

According to the new plan, Easton teachers' salaries will be figured from a base established from year to year as the then prevailing salary for a current graduate of a Teachers' College. This figure will be determined and recommended by the Superintendent of Schools after consultation with the Board of Education.

The new plan received the approval of the teaching staff before its final acceptance by the Board. Teachers in the past had been given flat increases of a set amount without regard to their beginning salary with the result that teachers hired some years ago were receiving salaries computed from a base not geared to current living costs.

Assuming world conditions do not radically alter the present base, effective September 1951, salaries of all teachers will be figured from a base of $2,400, paid a current graduate of a Teachers' College, a base of $2,600 for a teacher holding a Master's degree, and a base of $2,800 for a teacher with a Phd.

Raises in pay under the new plan are figured on a percentage of the base rather than a flat stipulated amount and these raises will be given only upon recommendation of the Superintendent of Schools.

The total increase over a period of seventeen years will be 75% of the established base; i. e. the maximum salary possible for a Bachelor's degree is $4,200, for a Master's degree, $4,550, and a Doctor's degree, $4,900.

The annual increases will be six per cent of the base for the first four increases, five per cent of the base salary for the next four increases, four per cent of the base for the next increase. The salary for the year following receipt of a Master's or Doctor's degree will be increased by $200 and also by the annual increase figured on the base salary for these degrees, but the increase will not exceed $250 a year. In establishing the base from time to time, there will be no increase of more than $100 in any one year, and there will be no decrease in the salaries paid each year.

During each five year period, teachers are urged to take additional courses to further their education and professional training.

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A Journal advertisement from the days when both teachers and school equipment were upright.

PHILADELPHIA'S CLASSROOM TELEVISION

MARTHA A. GABLE

1951 is a year of golden opportunity for the devolopment of television education. This new medium has demonstrated its impact and effectiveness; whether or not it is used to advantage is up to educators.

Beginning in December, the Federal Communications Commission has been conducting hearings for the allocation of additional channels. Barring all out war, the "freeze" on the opening of new stations, in effect for many months, will be lifted. The N. E. A., the U. S. Office of Education and similar groups have brought before the Commission an imposing array of leading educators. Impressive testimony has been presented to urge the allocation of one channel in each metropolitan area for educational purposes. In some areas it is probable that such allocations will be made. In others, it is more likely that assignments of time made for education will be on commercial stations.

The hearings have received wide publicity. As a result, many commercial stations throughout the country are offering time to school systems and universities for non-commercial educational programs. These offers are too good to be missed!

Philadelphia's Programs

In Philadelphia during the past four years, the three local stations, *WPTZ, WFIL-TV and WCAU-TV* have co-operated with the staff of the public schools.

At present, 11 programs a week are presented for classroom use. In addition, there are nine programs a week for adult education, some of which are useable in the schools.

The schedule has been arrived at after experimenting with a wide variety of subjects on elementary, junior and senior high school levels. Current programs are under the direction of the Radio-Television staff of the Philadelphia Public Schools, with the cooperation of suburban, private and parochial schools. They are as follows:

STATION WPTZ: Daily,
11-11:30 *A. M.*

HERE'S MUSIC is an informative program for secondary schools, featuring a particular aspect of music on each telecast. Talented pupils sing, play or dance to illustrate the theme of the day. Mrs. Emmeline Weakley narrates and serves as accompanist.

EVERYONE'S AN ARTIST demonstrates the master teacher technique. Miss Josephine D'Onofrio, of the Radio-Television staff, and two elementary school pupils use creative procedures in tie-dyeing, potato printing, clay modeling and a host of other art forms. The series is supervised by the Division of Fine and Industrial Arts.

THE WORLD AT YOUR DOOR brings to secondary schools many guests from foreign lands, with maps, costumes, music, dances and art objects. Dr. W. Rex Crawford, of the University of Pennsylvania leads their discussions with high school pupils. Mr. William Helm, staff producer, plans this program.

HOW'S YOUR SOCIAL I. Q.? features a panel of teen-agers who receive answers to their questions through dramatic scenes of restaurant etiquette, party manners, introductions, and so on. Miss Gertrude Novokovsky serves as moderator. Usually there is a guest expert.

PHILADELPHIA—WORKSHOP OF THE WORLD relates vocational training to the important industries of the city. Printing, textiles, upholstering were included. In January, this series was changed to *SELF* HELP IN CIVIL DEFENSE. Practical knowledge and skills for citizens in school and at home were included, such as, first aid, home nursing, safety measures in case of bombing. In February, because of many requests, this time will be given to a program for first and second grades. Mrs. Catherine Reilly, of the Division of Music, will teach the playing of rhythm and melody instruments, and song games and stories. At this writing the series has not been named.

STATION WCAU-TV: Mondays, Wednesdays, Fridays, 10 *to* 10:30 *A. M.*

TELETERM presents Encyclopaedia Britannica films for about twenty-two minutes. Five to seven minutes are given over to *SCHOOL REPORTER* which includes local school news on still photographs or film.

STATION WFIL-TV: Wednesdays, 1:30 *to* 2 *P. M.*

Two fifteen-minute telecasts are produced "back to back."

PHILADELPHIA SCRAPBOOK is in direct collaboration with the new social studies course for fourth grade. Mrs. Kathryn F. Bovaird, of the staff, produces and leads the program on the air. The historical and cultural growth of the various sections of the city are presented.

SCIENCE IS FUN demonstrates simple principles of science found in everyday living. The program is planned for upper elementary grades. Miss Lyda Ickler, staff producer, has enlisted the support of The Franklin Institute, The Academy of Natural Sciences and local museums by way of materials and personnel.

Dr. Armand Hunter, educational director of WFIL-TV, and director

of the Temple University Radio-Television Workshop, and his assistant, Dr. Joseph Zimmerman, assist with these programs.

This station also has allotted fifty minutes a day for adult education which is programmed by eighteen colleges in the Philadelphia area. The Monday series is under the direction of the Division of School Extension of the Philadelphia Public Schools. The current program is entitled: *LET'S SPEAK SPANISH* and will be used in secondary school classrooms, also.

Reports of television education and monthly schedules are available by writing to the Office of School-Community Relations, Philadelphia Public Schools. Also, visitors are welcome to see the telecasts either in studios or in classrooms.

Production Procedures

The series for the year are agreed upon by the Radio-Television staff, the Curriculum Office and the stations. Each individual program is rehearsed and "packaged" before going to the station. Rehearsal time in the studio amounts to about thirty minutes "dry run", thirty minutes on cameras and a fifteen minute "break" before air time.

Maps, charts, title cards and other art work are made by the Division of Fine and Industrial Arts.

Film excerpts are included in many "live" telecasts when materials are not transportable. A Division of Visual Education photographer shoots the film and arranges for processing.

As a result of criticism of pupils, several points are emphasized in production:

1. It is better to present material slightly above pupils' level or maturity and understanding than to program "down" to them. Children resent the latter to a surprising degree.

2. Close-up techniques are imperative. These permit everyone to see clearly, and take full advantage of this unique facility of the television camera.

The nearest thing to TV in grandfather's day was this old-style projector.

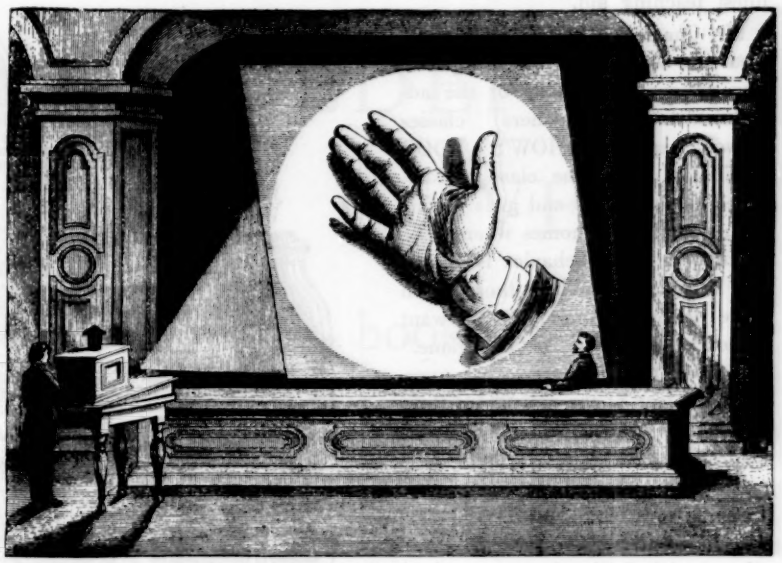


Fig. 24.

SCENIC EFFECT REPRESENTED BY THE MEGASCOPE.

3. Diction and enunciation are of prime importance. Pupils lose interest when they cannot understand what is said. (Television has become a real motivating force for improved oral English.)

4. A program must be interesting, not necessarily funny, to sustain attention.

Public Relations

The involvement of leaders of industry, government, professions, public utilities, universities, institutes, museums, parents' groups, Chamber of Commerce, newspapers has resulted in an amazing range of fine public relations. Priceless equipment, materials and top flight personnel have been made available. The opportunity to contribute to the education of children seems to strike a responsive chord in everyone approached. Because of this excellent cooperation, our children see and hear valuable lessons which ordinarily are not available to the average school.

Follow-up Activities

Teachers report that children are stimulated to read about the topics presented, and that their vocabularies are increased by the words used. Children ask to go on field trips to see more of the materials or processes presented. Executives of the cooperating organizations have invited groups of children to their offices for further discussions.

Reaction of Teachers

Evaluation sheets are filled out by teachers and pupils after each telecast. Here is what Miss Anna May DiLeo, teacher of a 4A Grade wrote: "We watched a television program on the use of papier-mache, both strip and pulp. The children watched with intense interest, and then started on their work with added ideas and enthusiasm. The results far surpassed those of any of my previous classes. I'm sure that the improvement was due to the stimulation received from the telecast."

Mrs. Sara Carten, 5B Grade teacher stated: "Television brings into our classroom the science lessons that all cannot grasp from a book alone. So much can be demonstrated in a short time with materials the average classroom does not possess. We re-

gard television as our newest and finest teaching aid."

Mr. Charles Tomlinson, Vice-Principal of a senior high school, reports: "As an experiment one of the adjustment (slow learners) classes viewed regularly HOW'S YOUR SOCIAL I. Q.? The class was selected because boys and girls in this group come from homes where little training in social behavior is afforded. These pupils, like those from more favored homes, really want to learn the "rules of the game." Too often they hesitate to ask questions for fear of the ridicule of their classmates. Careful preparation was made for each telecast, and afterwards there was a follow-up period. Lively discussion resulted. The barrier between pupils and teacher seemed to be lifted, if only temporarily."

It would not be fair to state that all teachers are enthusiastic about television as a teaching device. However, when programs are valuable enough to warrant the taking of class time to view them, the reaction is completely favorable. Secondary school teachers find it difficult to schedule viewing. A list of programs is sent to all schools in the area at the beginning of each month to permit teachers and principals to arrange for viewing by whatever classes can benefit most. In this way, maximum use is made of the receivers and the programs available. There is much greater use of school telecasts by elementary schools.

Parents' Support

The Home and School Associations of this city have been buying receivers for their respective schools. Where schools have no receivers, parents who live nearby have invited classes to their homes to view the programs. Most parents are eager to have their children benefit from the school offerings.

Many parents' groups arranged discussions of television in their meetings. Physicians, pupils, station representatives were invited. Common sense procedures were agreed upon for home viewing. And station managers accepted many suggestions made about programming for children.

For sound effects, the lucky teacher could play the organ.

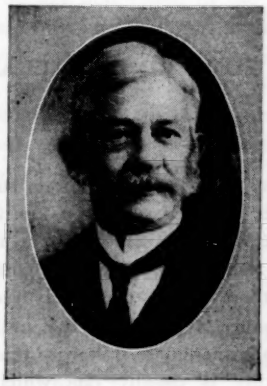
Receivers

For classroom use, a sixteen inch screen, or larger, is recommended. A number of schools have purchased large size projection receivers to be used in an auditorium. At the Dobbins Vocational - Technical School the boys in the television course have built what is called "repeaters", any number of which can be attached to one receiver. Twenty classrooms are so equipped. This may become the television counterpart of the public address system for institutional use.

The type of undertaking outlined here can be put into operation in any city where there is television. Many cities have made fine beginnings.

It is exciting to contemplate the day when school audiences number hundreds of thousands, perhaps millions. Educators then will be in a position to ask the networks for school programs to augment local schedules. The United Nations Sessions, Congressional activities, the inauguration of the President, are but indications of what is to come. Added to these will be fine dramatic and musical presentations. The possibilities are unlimited.

"What is television doing to us?" must be changed to "What are *we* going to *do with* television?" Let us regard it not as a threat, but as an opportunity. And the time is now!



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A PATTERN IN POETRY

EDWARD G. BALLARD

In this era of the multiplication of mechanical gadgets a more lively awareness of the incidence of poetry upon life becomes a protection against insanity. Men urbanized and separated from nature by the factory and automat lose that sense of intimate contact with the world around them through which once they came to understand themselves and their function. Time was when the journey of the heavens, the succession of the seasons, the birth and death of nature established a rhythm in which man was able constantly to fit himself. Perhaps it is not mere accident that anthropologists generally find in their investigations into the life of early man that his myths are largely nature myths whose patterns follow the rhythm of the death and resurrection of the solar year. But now, that rhythm broken, we do not know what to expect next and are harried by the sense of rapidly doing nothing.

Poetry is an antidote against times such as these that are out of joint because it can reestablish that rhythm, that sense of pattern, without which we are lost. I do not wish to attempt to demonstrate that this thesis holds for all poetry everywhere; I wish merely by calling to witness some poets and some philosophers to show that it is sometimes true.

Poetry has been called a nostalgia. But a nostalgia for what? We cannot rely upon the poets to answer this question precisely. Even for Keats the birdsong that troubled the perilous seas was too figurative really to grasp and examine. It seems, paradoxically enough, that one must be rather unpoetical, in fact analytical, if he is to uncover the meaning and pattern desired.

Nostalgia is a longing to return somewhere. But where? John Livingston Lowes has said that poetry always "returns on itself" in a fashion which words can not easily describe. It is observable that in most good poems, however brief, there is a review of the subject matter which brings to light some new and unexpected facet of its meaning. So in Gerard Manley Hopkins' poem on beauty, after describing the sensuous and mobile beauties of physical life, he suddenly turns and says simply:

> He fathers forth whose beauty is past change,
> Praise him.

Again in R. L. Stevenson's *Requiem* there is a clear "return" noticeable in the meaning which the word "home" takes in the last lines:

> Home is the sailor, home from the sea
> And the hunter home from the hill.

It is difficult to find a poem which does not appear to owe its poetic quality to a *repetition* of its subject matter in such a way as to transfigure it, to bring home to it a new and rich meaning which somehow was there all the time, only too impalapably present for the mind to grasp immediately. Likewise this new meaning is usually one which the reader desires to find, though his desire is incipient and obscure to himself until he recognizes it in the clarity of poetic vision. After the return the poem's subject is viewed in a transfigured light, that light never seen on land or sea, and the reader too is, by a kind of sympathy, lifted momentarily out of the flux and strife of things.

Even poems which are less properly poetic exhibit this return in some fashion. Such poems fail to produce poetry usually because they return in too trivial a way over their subject. For instance Tennyson's *The Splendor Falls on Castle Walls* starts out bravely with a trumpet call as romantic and as haunting as that of Roland or Hernani but its development is a dydactic 'application', a sour note amid so many silver tones.

In longer poetical works this theme is not less in evidence. Often in the more sophisticated epic and drama it becomes the conscious aim of the author to portray or symbolize this pattern. In the *Odyssey* the hero is a man who is trying to find his way back. The work has always, no doubt since before Alexander carried it with him on his voyage of world conquests, lent itself to being read as the story of Everyman set adrift in life and trying to find his way home again. This same nostalgia for peace is most powerfully evident in Dante. It is the directly recognized cause of

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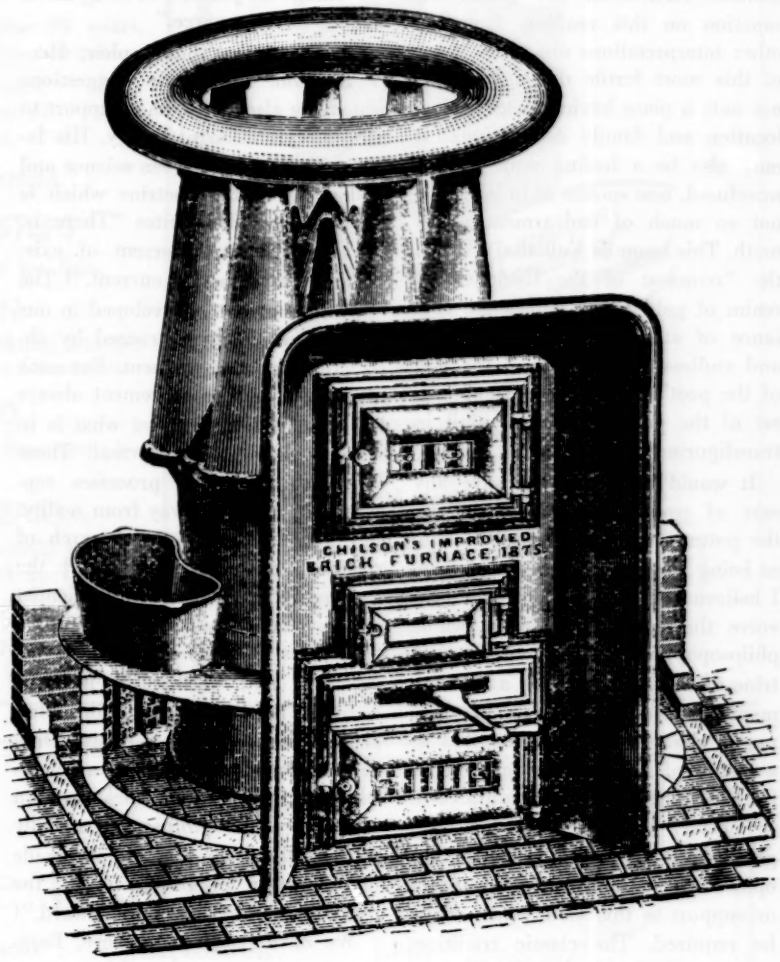
The tie between the Then and Now in life is, of course, a theme particularly appropriate to the Journal's birthday issue. English teachers may find in this article ideas which they can adapt to make the reading of poetry more meaningful to bewildered young people. But we are printing the piece mainly for the educator as an adult, perplexed, human being.

Dr. Ballard is a member of the Philosophy Department at Tulane University, New Orleans, Louisiana.

his poetry and does not let him rest until he has that vision of the Face in whom all the scattered leaves of the universe are bound into one volume. Again it is in St. Augustine: *Inquietum est cor nostrum donec requiescat in te.* Nor is the motif absent in modern poets: T. S. Eliot has written in *East Coker,* "In my end is my beginning," and his *Murder in the Cathedral* is a development of this theme on a larger canvas.

Frequently in modern times, however, the sense of being at sea, of being adrift and without chart or compass is poignantly sharp. It is made sharper often by the conviction, conscious or merely felt, in many writers that no chart or compass exists. But again the same pattern of the return is rediscovered and placed in a modern setting by Freud. His analysis of man, his recognition of fundamental drives and their development have persuaded many that the psychiatrist is the only pilot who has the skill for guiding mankind to haven "and out of the swing of the sea." Briefly, — Freud divides the *elan vital* of man into two primordial drives: the isolative and egotistical tendency which bends a man in on his sole self; and the opposite impulse, the gregarious and altruistic impulse that drives the recluse to seek his fellow and brings the prodigal to his fatherland. The former drive sends a man into his private universe, erects him as the sovereign of his own realm, in love with himself and with all that is indisputably his. Such is the Narcissus drive. On the other hand the Oedipus drive impells him to seek his own kind, sent Odysseus over the seven seas for twenty years searching for home, or persuades the saint to seek mystic union with the source of all being. It is this drive which actually brings a man back to his native habitat.

When blizzards were blizzards, cone furnaces furnished the heat.



Evidently there are many ways in which one can go home. One can, for instance, understand the impulse in a literal sense and, after his Odyssey, return to the house of his youth, —perhaps even to the point of shattering old taboos. But such a literal reading of the signs within one is a very poor and unpoetical reading. Freud's point is that such a reading is made by one who has not wandered in his experience far enough away from home to learn very clearly just who he is and what his relations with others are. Hence Freud calls this kind of Oedipus expression a mistake, a complex. He attempts to cure those who have it by persuading them to criticize the first and literal understanding of their impulses and to make another interpretation of them. This impulse to return home may be read in a more analogical fashion, it may be read as a drive toward a home similar to — not identical with — the surroundings of one's youth. Thus the young man would, after his early enthusiasms and wanderings, settle down to a life like his father's and marry a girl

who bore some similarity to his mother. Hollywood has placed its sanction on this reading. But still other interpretations are to be made of this most fertile drive. Home is not only a place having geographical location and family associations. It may also be a feeling more deeply interfused, best spoken of in language not so much of endearment as of myth. This home is Valhalla, Avalon, the "remotest of the Cyclades" a realm of gold where shines the radiance of eternity, "a ring of pure and endless light." This is the end of the poet's journey. No small secret of the poet's art is his skill in transfiguring the notion of home.

It would be difficult to give any sort of proof that poetry follows the pattern which is described here as being like a journey and a return. I believe that such a proof would involve the development of a whole philosophy, concluding with a doctrine of man. Clearly such a development is beyond the scope of these pages which aim at showing that as a matter of fact the journey and return pattern is strangely omnipresent in poetry. But one may see at a glance that there are many philosophies which give the sort of proof or support to this view which might be required. The classic tradition, represented (say) by St. Thomas Aquinus, is easy to use for this purpose. St. Thomas points out that any artist naturally wishes to endow his product with as many of his own human qualities as possible. Thus we want our portraits to catch the human character. But the artist himself is a product of art, of the Divine art. He differs from the lifeless portrait in that he himself can actively desire and strive to resemble his original. His effort to return home in this sense is actually the most important mark of his character as a human being; little wonder that his products manifest a similar direction of effort. St. Thomas sums up his whole point of view in this phrase: "A thing is perfect so far as it attains to the source."

A more recent philosopher, Henri Bergson, has made suggestions which are also useful as a support to this interpretation of poetry. His famous distinction between science and philosophy is the doctrine which is relevant here. He writes "There is, in reality, only a current of existence and an opposing current."[1] The opposing current is developed in our sciences which must proceed by abstraction, by measurement. But such abstraction and measurement always kill what is living, arrest what is in motion, distort what is real. These viciously intellectual processes represent the journey away from reality. But the philosopher is in search of reality. Hence he must avoid the destructive techniques of the scientist and develop instead his own intuitive techniques. Only by abjuring the destructive and possessive intellect, Bergson feels, can the philosopher achieve an experience of reality. Only in intuition has the mind a means whereby it "may live back its own genesis". Thus philosophy actually reverses the usage most usually made of the mind: "philosophy is . . . the turning of the mind homeward."[1]

We have reason to believe, Bergson seems to say, that this pattern, the journey away from reality and the return to it, always perceptible in the activities of the mind, is indeed the inchoate and natural pattern of human activity. It should not, then, be strange that it is so clearly perceptible in poetry.

Poetry is an example of the sort of activity which the human being is always engaged in; poetry is, in greater or lesser degree, always a turning of the mind homeward, a nostalgia for the peace of one's final rest. Both the journey and the return are essential to poetry, but the return is usually the more important. The journey is often, one feels, no more than an excuse for its transfiguration. Even in such poems as *Paradise Lost* where the fable largely concerns the journey away from Eden, the return is prefigured. One knows that our first parents will come back again to their Garden at the last, no doubt all the better for their wanderings. The poem is satisfactory because this cycle is poetically complete.

The Bible, similarly, is an epic. In it there are many minor wanderings and revolutions, but through it runs another all inclusive theme: that of the journey of man begun at the Fall and continuing through time until his final return in a reborn glorified state to the New Jerusalem, the City of Peace.

This is the great cycle, the type of poetry. Any writing is poetry if it imitates this cycle, and contains in some form the journey and the transfiguring return. Each poem is an exercise in imitating or recognizing this cycle in which, as Bergson and St. Thomas sought to show, it is the fate of man to run.

If indeed this is the pattern in which man's life is fated to run, then we are not surprised at the tense absorption with which one reads a poem or views a drama. One is, in fact, identifying himself for the moment with the story of another which is also the story of oneself. We are embarked on a journey and are nostalgic for the homeland. But such are the dimensions of this journey and of this return that we may speak of them without exaggeration as a death and a resurrection and use the changes of heaven itself as its fitting symbol. Poetry is this familiar pattern found in unexpected places, harmonized and clarified, wherein in seeing ourselves, we see all the world and for a moment perhaps become the prodigal returned.

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1. *Creative Evolution* Modern Library, p. 402.

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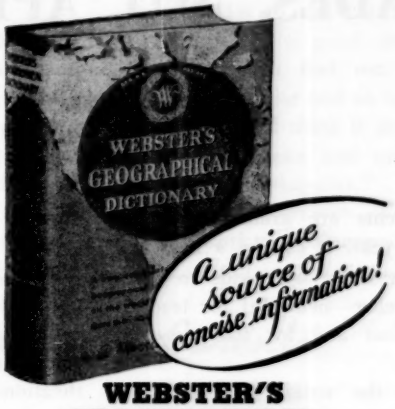

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GRADES, NOT APPLES, FOR TEACHER

JOHN M. BRACKEN
High School of Commerce
San Francisco, California

Students are graded some six times a year. It can be a healthful thing for these same kids to mark their teacher—healthful for teacher, for student and for the cause of learning.

When the writer tried this recently in his social studies classes, he got an insight into teaching problems and his own failings that a graduate level university course would find it hard to match.

Other teachers who attempt the experiment will be equally rewarded. They will see new strengths in their work. They will get, as did the writer, a student view of their own weaknesses which will be instructive if not comforting. They will emerge from the trial with concrete evidence that students have a fundamental interest in the work of the school and their part in it.

A teacher who submits himself to the rite of adjudication at student hands will have his own ideas of how to go about it. The writer submits three procedural suggestions.

First, the grading should be entered into in a spirit of seriousness (Although at first some students may react to the idea of marking teacher in somewhat the same way they might respond to seeing the school building burning down, the teacher should have little real difficulty in setting the stage.)

Second, the grade sheets obviously must be anonymous. Mere absence of signature will not suffice. The following plan worked well. When the students had written their reports, the teacher left the room while papers were exchanged and recopied. Thus reports were in no manner associated with a specific student.

Third, in addition to a mere letter grade, ask for more specific information from the students. The writer asked for the following classifications: (1) letter grade, (2) things teacher does that student dislikes, (3) things teacher does that student appreciates, (4) things teacher should do that he does not do.

The following conclusions are drawn from approximately 100 "report cards" which gave the writer a grade somewhat less than 'A' and several hundred comments, favorable and unfavorable, encompassing more than 150 separate classifications of criticism.

1. An overwhelming majority of students are sincere in their desire to get places with their work. Suggestions were honest: at times painfully so. Few and far between were the "wise" grades of 'F' and recommendations of improving the situation by burning the school and dropping dead.

2. Students frequently contradict each other about areas where there is room for teacher improvement. For instance it is confusing to have a few students comment favorably on the teacher's sense of humor, when on the other hand, others advise him to cut down on the funny stuff. If they do nothing else, incompatible reports highlight the diversity the teacher must contend with in the classroom.

3. Too many students are geared to a "read pages 35-41 and answer the odd-numbered questions at the end of the chapter" philosophy of education. It is true that there is much evidence pointing in the other direction. It is encouraging, for example, to read comments like "You make history understandable and interesting," "You are not a cut-and-dried teacher", "I like the variety in your assignments", etc.

More disturbing are such unprompted recommendations as "Take just so many pages in class and discuss them"; "Go down the rows and ask students questions about the assignment." Obviously the teacher who wants to present a subject as more than facts to be carved from a book has a lot of old pedagogical yarn to unravel.

4. Many students look favorably upon characteristics of teaching which, according to the cartoon-comic conception of school, are strictly for the birds. It is enlightening to come across occasional student pleas for more tests and the teacher will, of course, brake the impulse to make immediate and blanket provision for these improvements—unless he wants the roof to cave in on him.

It is encouraging—and not a little surprising—to come across comments which reflect student approval that "you are strict." To quote more fully from another comment of the same tenor: "You are very formal in your way of teaching, which is good because some teachers are too lenient."

5. Students often will surprise the teacher by showing their appreciation of things which the teacher, with good reason, might feel that the class is not overly aware of. The writer, for instance, has a classroom with no bulletin tack-

board space. Teacher purchase of two large boards, plus installation of a world map from home, has made an entire side of the room a functional and interesting display area.

Student interest in the display was not greatly evident heretofore, but there were many unsolicited statements of hearty approval.

Other illustrations of students' recognition of teacher effort on their behalf are indicated in the following: "You give credit where credit is due," "You correct the homework we kids do—even if I think you do give too much," "You are patient", "You are straight with the students."

The following suggestions may come under the classification of dirty laundry but they are among the more enlightening from the standpoint of the writer. Although they were voiced by only a few, the fact that they appear at all would suggest that they merit consideration. Several students wanted the writer to smile more and more than one hinted at the accusation implicit in "You tend to become dull because I think you find teaching us is dull." Another accused the writer, when having students answer in class, of seeming "to think that we should be thinking what you are thinking." The writer had hoped occasional lapses in these spheres, like the crown on his front tooth, would not show. Student awareness makes the need for improvement obvious.

Despite the combination of posies and brickbats that will be flung at any teacher who has students rate him, the over-all result should be of benefit to him—that is, if he does something about what he learns. If he welcomes the flowers but shrugs off the rocks, the study will be worthless. Cataloging weaknesses is only part of the process.

Perhaps the experiment will bring a comment or two which will, in itself, make the effort seem worth while:

"On the level, Mr. Bracken, you're okay. Why? Here is one reason. You know, not every teacher would do what you just did and that's quite a lot. No teacher would want to hear their (sic) rights and wrongs, especially from a student because they don't want to face it. I think in a teacher's position it takes a lot to do that but in the long run, it's a good idea because that way you find out our ideas and compromise and so will we and then at least I think it makes a better class, closer and more understanding and happier."

Amen, anonymous. We are trying to work in that general direction.

We Still Report to Parents

"*For his good conduct, Jeremiah Abbott is deserving of the approbation of his fellow scholars and instructors.*" So read a Latin school certificate in the days when discipline was discipline. Schoolmasters then were spared the necessity of summing up the "scholar's" personality and character under seventeen different categories. One deportment rank sufficed. As for reading, writing, and arithmetic, number grades in blue or red ink told whether John deserved a whipping at home.

Last month some primary graders as well as high schoolers took home cards based on the archaic number system; more were conventionally rated A, B or C. A privileged few parents got individually written letters or met with a privileged (?) few teachers for conferences. But most adult heads were bent over cards where the child's physical, mental, and emotional development had been cautiously charted.

Jokes about report card jargon are legion, ranging from the story of the first grader who was "well grounded in *with*" to the parental view of "Evaluation" recently printed in these pages. Teachers who are still waking up at midnight realizing that Tom Smith, rated a good school citizen, was actually that redhead who threw spitballs in study hall, whereas Tom Jones . . . Well, teachers wonder. Are new type report cards worth the trouble?

Many school systems are smoothing the way for reports by a letter of explanation from the superintendent's office. Such letters, adapted to the individual community, may even come right out with the teachers' problem. "We see the child for only a few hours each day. Pencil and paper tests do not provide us with a reliable yardstick. You should remember, therefore, that this section of the report is based primarily upon our observation of your child as he takes part in the daily life of the school." Comments like these don't always prevent Mrs. McCarthy from storming the classroom citadel, but they help. And they are good Public Relations.

There is no denying that today's report means more hours of work for conscientious Miss Brooks. Her reward? Letters from parents like these:

"Your thoroughness in making Susan's report so complete is incredible. How do you find time to make out all the reports of all your students? We thank you and the school for its personal guidance of our children."

"We were happy that John's marks were so well explained. . . Above all I approve of the way each child is rated as an individual."

You see? Some parents *can* read.

AMERICAN HISTORY, LEXINGTON STYLE

MARION E. W. MICHAELIS
Hancock School
Lexington, Massachusetts

Let's turn back the clock to April, 1950. Lexington youngsters are greatly excited over coming events. It's 175 years after the battle for American Liberty. Here, within the very shadows of their building, Captain Parker once stood and shouted, "Stand your ground. Don't fire unless fired upon; but if they mean to have war, let it begin here." Here, at Buckman Tavern, the Minute men gathered on that eventful morning; after having received the news from Paul Revere to be up and to arms because the British were coming. Just down the street, in the famous Hancock-Clarke house, John Hancock and Samuel Adams hid from the British. King George wanted their heads to hang from the tower of London, if General Gage or his cohorts could capture them. But let's see what these grade school youngsters have learned about their famous town and its history, for from these events came the town of Lexington. Throughout the schools, Lexington's story is taught as part of the social studies program.

ON MARCH 31, 1713, Cambridge Farms became Lexington in honor of Lord Lexington of England. Then life really began. A new meeting house was erected, a town pound built, a pair of stocks put up, and John Muzzey licensed to keep a public house, known today, as then, as the Buckman Tavern.

In the following year, 1714, the Parish voted to erect a schoolhouse. That, too, was built on the common. Its fees or rates were established as follows: "Two pence per week for reading, three pence for writing and cyphering." Captain Joseph Estabrook was the schoolmaster and only boys attended at first. The master had a chair but his pupils sat on hard benches. An hour glass was used to keep time and the one room structure was heated by a fireplace for which each child supplied his share of two logs Dame Schools were also established in private homes for smaller children. These were continued for many years.

In 1765, we find the town fathers adopting strong resolutions against the Stamp Act and pledging everything dear in life, yes, life itself, in support of the common cause. How little did they think that many of these same men would play such an important role in the history of our country. Few events in America's shory have excited such interest as the battle of Lexington. In fact, it is cited as one of the fifteen decisive battles of the world.

AS WE KNOW, children like definite information and to them their town's history is a living story. They like to KNOW the answers as they ask questions of their parents or the tourists who flock here. It has been great fun learning the facts about their local heritage and on this anniversary, programs and activities have been planned with much pride and care.

For the imaginative child, nothing is more satisfactory than getting into costume and performing. Beautiful colonial dames and beruffled gentlemen in velvet coats are seen in the corridors. Tricorne hats with gay cockades are hanging in the cloakrooms. One boy passes through the hall carrying a musket and a powderhorn. He is wearing a leathern vest and homespun, for he's to pose as the statue of Captain Park in the town hall during the celebration. Trailing him are three boys who are to be in a tableaux of "The Spirit of '76". None is perturbed by his wig or bloody bandage. Even the fife and drum are carried almost reverently. Others are wondering about the results of a quiz, for the two with the highest score are to go to the town hall to compete in a radio quiz on facts of colonial Lexington. There is a vast difference between recognition and recall and facts must be so well learned that when Mr. Nelson Bragg of NBC asks the questions, no one will be too frightened to remember them.

Another group has just returned from a visit to the old Buckman Tavern and the Hancock-Clarke house. They are busily drawing pictures of these colonial houses and their furnishings to add to the stories, maps, etc., which go into their Lexington booklets. One boy has drawn an excellent reproduction of a Hitchcock chair, while another has drawn the fireplace of the Hancock-Clarke house, even to its old Dutch tiles.

WE'LL GO BACK to 1635, when Cambridge was beginning its settlements and when it granted to Mr.

Richard Herlarkenden, "600 acres of upland meadow at a place called Vyne Brook", to be called Cambridge Farms. Today it is called Lexington Centre. Incidentally, in this same year, 400 pounds was granted to found Harvard College.

In 1642, this grant of land passed to one Herbert Pelham and the first house in Lexington was built. By 1682, some 30 families had settled on farms hereabouts and Mr. Benjamin Estabrook was invited to be minister. Thus a parish was organized. The first meeting house was a barn-like structure standing on the present Battle Green. In 1706 the Parish requested that Cambridge allow six pounds from taxes for "Ye incorragmt of a fchoole in ye precinct in ye winter season." This is the first reference to anything along educational lines in the parish history.

NOW LET'S LOOK at the town of Lexington in April, 1950. Public buildings are decked with red, white and blue bunting. Charming colonial houses invite one and all to enter into the spirit of the anniversary. Citizens, young and old, are wearing their blue and gold tricornes, but proudest of the towns growth and accomplishments are the children. They have been reliving its story step by step. Because children of today need to know more than the children of any past generation, we wonder, if in some small way. the children of Lexington 1950 may have acquired some assurance, a bit of spiritual strength, or perhaps just one idea that may help America to be a better place in which to live, no matter how great the problems which face mankind. Faith, loyalty, courage and kindness are still the foundations on which to build, for history has proven them to be our heritage.

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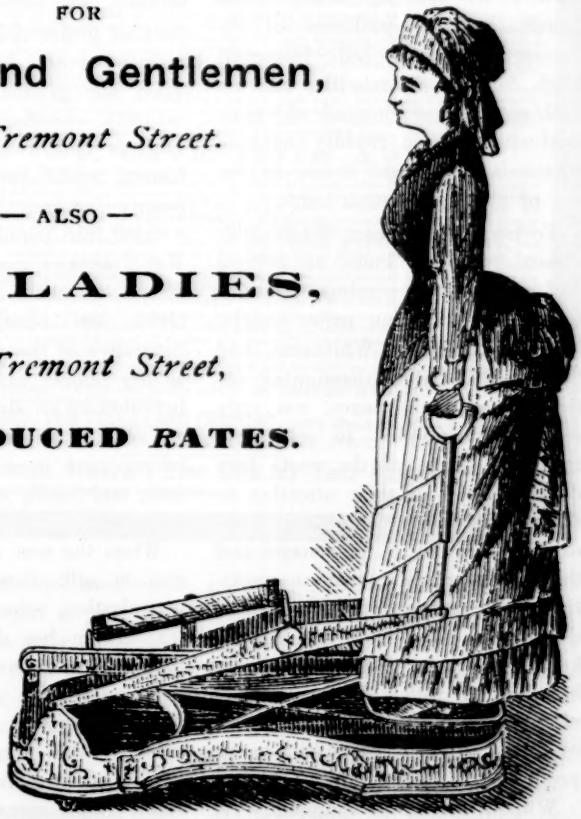

In the 1870's the bustle was just coming into its own.

Social Studies -- We Change Our Focus

"An impartial history," wrote Noah Webster in 1832, "cannot be published during the lives of the principal persons concerned in the transactions related without being exposed to the charge of undue flattery or censure, and unless history is impartial, it misleads the students and frustrates its proper objective."

When Elisha Whitcomb taught history at Freeport High School in the 1870's, he could rely on texts that, like Webster's own, stopped at a good, safe distance from the turbulent present; such controversial issues as emancipation, states rights, and women's sufferage he could leave to the debating society. Betty Travis, teaching problems of democracy in room 301, Roosevelt High School, Suberbville, has no such easy escape. Instead, she must deal with the fluid, rapidly changing materials of current events in the era of the big question mark.

To her, Schoolmaster Whitcomb's classroom world looks as defined and settled as the miniature snow scene in a Victorian paper weight. The "authorities" Whitcomb had "mastered" before beginning to teach from their pages, not only confined themselves to exhuming the drier bones of the past: they directed 70% of their attention to things political and military. Lists of dates and battles, personages and their achievements, famous quotations and extracts from patriotic documents, came thick and fast to keep the scholars busy. Whitcomb had only to follow in their chronological wake, in blissful ignorance of units, topical organization, or problem-solving techniques.

Without the aid of community resources, filmstrips, current events magazines or radio, he assigned readings, lectured, and conducted recitations to find out whether Joshua Winters or Charlie Higgins knew THE FACTS. His essay tests, besides offering a chance for the display of the fine penmanship and rhetoric, gave the best marks to the best memories.

Elisha Whitcomb, then, was not compelled to grow mentally. The faces in his classroom might change, but "history" and "geography" would cover much the same ground in the same way, until the Herbartian idea of the importance of the social studies hit America in 1895.

Betty Travis, on the other hand, has devoted a good many of her summers to professional study. Originally, she planned to teach ancient or medieval history along with history of the United States, but when she graduated from college in 1934, enrollments in both these subjects had dwindled. The world history, social problems and social science courses that had mushroomed into popularity after World War I seemed more important. She began to teach American history, civics and occupations, studying Saturdays at the university as soon as her budget would allow her to, brushing up on alphabetical agencies as PWA gave way to OPA, then taking part in a One World Seminar, and finally enrolling in a UN workshop.

When the new superintendent began to talk about curriculum reorganization, she and the other teachers in her department helped to plan the senior Problems in Democracy course.

In her regular American history classes, Miss Travis gives about a period a week to what the headlines, news magazines, and radio bulletins, are bringing us. She often plans units around topics that tie the past to the present—not, perhaps, transportation from covered wagon to superjet, but not the old chronological miscellany either. She is trying to teach pupils how to make sense out of those misleading statistics, how to dig information out of many varying sources, how to keep their heads when propaganda shouts.

Sometimes Miss Travis herself is confused. Presenting the latest developments in Korea to youngsters who are almost draft age hasn't been easy. She has been stressing citizenship and wondering just how much she and thousands of other social studies teachers are going to have to shift their emphasis in the next few years.

She is wondering too what effect the report of the New York Regents' committee on history will have on social studies requirements in other states. More stress on American history; a swing back from topical treatment towards chronological; world history taught so as to place the main stress on the development of European civilization and colonial expansion—these and other recommendations aimed at increasing student appreciation of "the American heritage" aroused her interest. They also made her question whether such a program might not give some youngsters a slightly myopic view of the world. She was pleased to read that the committee did not want to curb discussion of controversial issues but urged instead that students be given "a balanced view of liberal, radical and conservative differences." On Black Friday, when arguments fly, she thinks that she would like—just once—to see Messrs. Schlesinger, Carman et al come into her classroom and achieve this miracle.

NEWSPAPERS IN THE CLASSROOM

LIEBER ANKER

As long as teen-ager continue to roll in the aisles over the Milton Berles of popular entertainment media, a cold war will be waged in the English classroom. But there are no casualties in a cold war; that is, no physical casualties, so a teacher may still expect to live long enough to squander his pension if he keeps his wits and wit about him.

Take the matter of a newspaper unit, for instance. It certainly has a place in the English course of study and it can't be earmarked as "ancient"; yet even a real he-man of the English faculty gets the jitters when he visualizes the tumult he will arouse in his non-academic tenth grade class, for example, the moment he so much as unfolds a paper like the *New York Herald Tribune*. It isn't that the children prefer the *New York Times*: they just don't believe in the press beyond the sports and comic pages and the offerings of the tabloids. The cold war is on. Not always, however. A unit on the American press can be built up from the comics so that it becomes a satisfying experience and still teaches something.

The unit begins with slight traces of a bang if each pupil is told to bring in his favorite comic strip and to be ready to explain why he likes it. The class period alloted for this initial discussion in a lively one and good clean fun. Delicate maneuvers on this first day will lead nicely to an exchange of ideas on which comic strips are true to life and which provide escape from everyday life; also, which might classify as propaganda, and what is propaganda, anyhow? As this question is raised, the class is ready for instruction. (Already, of course, the basic skill of effective oral communication has played a part, followed by a more recently publicized skill, listening, so there is no need to worry over what the Administration may say about wasting an entire period on comics.)

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☞ Parents, Secure a Few Lots for Your Children!

This advertisement will not appear again in the paper.

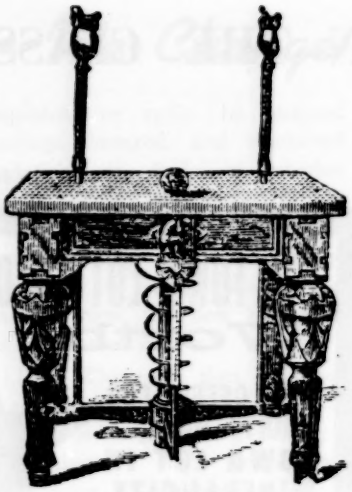
On the second day each pupil brings to class the newspaper that he reads most often. This is usually the local paper or a tabloid. With this concrete evidence of the press in front of them, the pupils are ready to be taught the parts of a newspaper. The teacher might have a copy of a large city daily from which to supplement parts not always present in a small town paper. At this point an explanation can be made also of syndicated columns,

by-lines and news agencies, such as the Associated Press. All the while, the pupils are learning as a body of information that which has already become familiar to them—the parts of a newspaper seen often in the home and discussed often by the family.

On the third day or so, there can be a restatement of propaganda in the light of what appears in each pupil's paper. The pupils find the propaganda themselves and can then be guided to decide what is legitimate and what isn't, although not in so many worls. But wits must be at their sharpest when the time comes to tackle editorial writing and editorializing as a follow-up on propaganda. An easy way is to swing back to the school newspaper, if there is one. Try starting a discussion on a current pupil gripe about school life. It may be homework, or all teachers giving their tests on the same day, or any of a dozen other subjects. At the moment when someone says, "Yeah, you can talk about it, but you can't do anything to change it," launch the idea of an editorial in the school paper. If there is time to carry the idea to and beyond the actual publication of a class-written editorial, the results will certainly win over even the most tabloid-minded individual.

The next step might be to bring into the classroom for each pupil a copy of a recognized, superior daily paper. (This I have accomplished by informing the circulation department of one of the better papers in our area about my project, via a letter. This has brought me promptly and without cost the number of papers I have requested, all of one recent date.) After the pupils have had plenty of time to read the funnies and the sports page so that they feel reasonably at home, provide additional time for finding the sections discussed the previous periods. The paper is really theirs, then, and they settle down to listen to information about news article and feature stories and what makes each good. This instruction is down-to-earth enough to suit nearly everyone, if you don't use immediately high-powered news from Washington, but instead let the class analyze a story of a robbery or a fire.

I think I've proved my point: that a unit on the press can break down the automatic resistances of tenth graders. What follows the four or more days outlined above may include discussions on how to discriminate between the sensational and the factual (no use telling teenagers not ever to look at the tabloids), how to scan lengthly news stories, how to evaluate public opinion columns, how to use headlines, and what the responsibilities of a free press are. There can be tests, too, and even composition work if you want to assign the writing of news stories, feature stories, editorials and obituaries. Any exciting presentation added in the way of news coverage or newspaper printing, such as films, will certainly glamorize the unit, and the pupils will be with y o u, because what you've been giving them has been *almost* as engrossing as a TV version of "The Front Page".



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NEW ENGLAND JOURNAL OF EDUCATION

Presents

America in 1875

Turn back the pages of United States history to 1875. What was it like to be alive then? The year was the turning point of a decade marked by great bitterness and high hopes, corruption and reform, panic and industrial expansion.

Ten years after the Civil War, the Union nursed deep wounds. In the North, some reformers remembered slavery with the horror we reserve for genocide. The carpetbaggers had kindled fires in the defeated embittered South that were to smoulder for generations.

Party lines were changing. The Republicans, who had begun their career as the opposition party, were now, under President Grant, the conservatives who had "saved the Union" and assumed the public debt. Everyone who wanted to oust Reconstructionism had become a Democrat. Citizen indignation with things as they were was equalled only by citizen ignorance and confusion.

Extravagant and venal state legislatures, deals between "statesmen" and railroad interests, disorders, riots, assasinations and intimidations at the polls were characteristic of an era when politics was being organized as big business. Soon, when the Hayes-Tilden ballots were recounted, the full enormity of the situation would be exposed. In November, 1875, grim-faced men with ropes sat silent before some Southern voting places; in Northern cities, free drinks were offered and immigrants' votes could be had cheap.

Boss Tweed of New York, convicted of fraud in 1874, escaped from the Ludlow Street jail and fled to Cuba in December, 1875. Led by the *New York Times*, a sudden uprising of civic virtue had banished the Tweed Ring at the very moment when carpetbag governments were getting Congressional protection. The issues of women's suffrage, education of the negro, temperance and political reform were not without their radical champions. Most people, however, were too busy with the hard struggle to make a living, or, at the top of the scale, with new phases of corporate enterprise, with railroad building and with industrial expansion, to join in the fight against corruption.

Viewed from the perspective of the present, the United States in 1875 was like a young Paul Bunyan, vastly energetic, short-sighted and greedy. Ignorant of economy and conservation, this giant siezed on the resources of a million years for his own purposes.

When we think of the post Civil War period, we think of a network of railroads moving westward to parallel the Transcontinnetal line—of population following in their wake—of Empire Builders and Captains of Industry—of new machines and inventions, products of farm and factory pouring forth in one seemingly inexhaustable stream.

What was really taking place remained for later historians to discover.

As Fred Harvey Harrington put it,*

> "We can even put a date on the emergence of the United States as a world power. The best one is 1876, the year of the hundred years, just a century after the adoption of the Declaration of Independence. This was the year of the disputed presidential election, the year when General Custer was overwhelmed at the Battle of Little Big Horn. And it was the year when the trade bal-

* "The Roles of the United States in World Affairs", an address before the National Council of Social Studies, November, 1950.

ance shifted. Traditionally, we had been an importing country, a nation that bought more than it sold. From 1876 on, we became primarily an exporting nation, sold more than we purchased. As our trade pushed outward, after 1876, the American republic became more interested in world affairs. We improved our diplomatic service, strengthened our navy, tried to develop better relations with foreign customers (as in creating the Pan American Union). In other words, our economy had become a world economy as well as a domestic economy; and we were growing increasingly aware of our international position, our role as a world power."

To the citizen on the spot, the picture looked very different. The postwar boom in housing construction and the flood of factory-made goods had ended in bust with the bank failures and stock market panic of 1873. Confidence had not yet been restored. Clouds of recession hung heavy over America. The growth of cities had been accompanied by advancing rents with no thought of controls, with resultant overcrowding and slum conditions. The surge towards the west coast had come to a temporary halt. At the moment, talk of foreclosing the mortgage on the old homestead was no joke.

It seems typical of the American spirit that the nation, not knowing quite what else to do, was planning to give a party. Preparations for the Centennial Exposition were going forward. The Chinese porcelains and English furniture that were to make the country somewhat taste conscious were being readied for shipment to Philadelphia. Young inventors with high hopes were working long hours, unaware that the crowds who viewed a new plow with real interest would dismiss the telephone with scarcely a glance, ignore an electric motor and show little enthusiasm for the typewriter.

Exposition announcements were one sign of a new field that had developed with industrial expansion—the field of advertising. Patent medicine companies had led the way with slogans on barns, fences and boulders. Now postwar competition brought an increase of the sort of newspaper and magazine advertising featured in these pages.

Whatever its potential place in world affairs, America was still provincial. The kidnapping of Charlie Ross was more discussed than the war between Russia and Turkey.

We were still, though we are apt to lose sight of the fact, primarily an agricultural nation, a nation of dirt roads, covered bridges, and horses that bolted at the sight of a locomotive.

A man could stay close to his farm and be unaware of the dynamic forces around him that were to affect his life and the lives of his children and grandchildren.

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These Stirring Times

The Care and Treatment of Futility

ROBERT TYSON

The enormity of current problems overshadows the experience and contributions of any single individual. It is on the basis of his recently completed survey of mental hygiene practice that the writer feels justified in selecting those comments and suggestions which apply particularly to the teacher at this time.

Consider these seven ideas:

1. *Healthy perspective.* The present crisis is in the focus of our attention, naturally enough. But such fixation may rule out the helpfulness of the panoramic view. How often has the world been about to be wrecked? How many "salvations" have already passed? Children were doomed to ruin, in due succession, by movies, radio, comics, television —and even by progressive education. A glance back through history shows a continuous series of threats to civilization. They have gone their way. There is still comfort and reason in Lincoln's observation that "this, too, will pass."

2. *No time for an easy "out."* Perhaps the first precaution in troublesome times is to avoid using them as a pretext for letting down. The excuse-seeking we all seem to share, to some extent at least, may use any plausible rationalization, from a slight headache to a national emergency.

3. *Looking squarely at the facts.* All experience with discouragement confirms the futility of trying to "jolly" oneself out of it. It might be correct to say that nothing is quite so depressing as trying to deny the existence of a serious problem. The news and the prospects are indeed somber. An indispensable first step in dealing with them is to acknowledge their full seriousness.

4. *Talking it out.* Some dramatic productions may suggest the nobility of keeping feelings to oneself, but from the mental hygiene point of view it is distinctly unhealthy. Airing a problem in conversation or group discussion has certain definite values. Problems are seen and comprehended more clearly There is great benefit in the proof that others feel the same way and that we are all "in the same boat."

War and its accompaniments are spread over the front pages and interspersed in daily talk. It is inevitable that our pupils, as well as ourselves, will be exposed to them. Frank discussion, appropriate for a given age group, can help by airing fears and leading into positive action.

5. *The "activity treatment" for worry.* There is general agreement that inactivity in the face of problems multiplies anxiety and that activity reduces it. Our local and national defense programs will guide our thoughts and actions into healthy *preparation*, as opposed to idle *apprehension*. Practice in the skills of defense can make a genuine contribution to confidence.

"Oh, what's the use, the way things are today?"

Probably every one of us has asked that question.

"More use than ever before!" replies this writer. Read his stimulating answer.

Our regular work can continue to absorb a great deal of our attention. Emergency measures for defense will produce the support of "pulling together" and focus our attention on the common cause.

6. *They look to us.* As always, we have the privilege and responsibility of setting an example. Our children will find reassurance in our company in these difficult days. Our pride in our defense efforts will prove contagious. Our explanations and reassurance will help tide them over.

A good example can also help in maintenance of good health and a balanced schedule which includes enough relaxation and recreation.

7. *Our greatest sources of strength.* For many of us, surely, religion will remain the most reliable source of confidence.

For *all* of us there is strength in the determination to defend a way of life whose outstanding characteristic is a government collectively chosen and removable by the people, which specifically makes possible an educational system devoted to truth-seeking and truth-teaching. Teachers, more than any other group, realize the full threat of a distorted, subservient school regime, and appreciate what we have and wish to improve.

In the face of history's most concentrated effort to demoralize us the need for persistent courage is inspiring and challenging. It is the hour in which we have the most to lose and the most to defend. There never was *less* reason to feel futile!

THOMAS W. BICKNELL
FOUNDER OF THE JOURNAL

MILDRED SANDISON FENNER

How much influence can I have? What difference can *I* make? I am only one." Who among us has not experienced this sense of inadequacy and frustration?

As an antidote, I recommend the story of a great educator who was only one, but who changed the course of educational history in this country. Thomas W. Bicknell was his name—founder of the tremendously influential *New England Journal of Education*, and president of the National Education Association who launched that organization on the program of growth and service which continues uninterrupted to this day.

Thomas Williams Bicknell was born in Barrington, Rhode Island, on September 6, 1834. While still a student at Brown University, he was elected to the Rhode Island state legislature. Then came years . . .

as elementary and highschool principal;

. . . as state commissioner of public schools, during which time he created the state board of education, encouraged the setting up of the office of superintendent of schools in every town, founded free evening schools and school libraries, revitalized the Rhode Island Institute of Instruction (the state education association) and edited its magazine;

. . . as lecturer and author of numerous books and articles

. . . as president of 38 organizations and active member of dozens more

. . . as leader in church and community affairs.

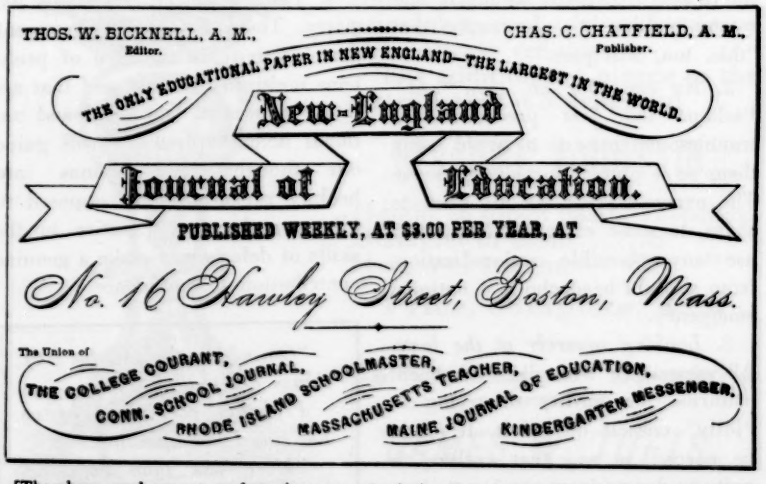
In 1875 Bicknell founded the *New England Journal of Education*, through merging four regional periodicals.

Building upon this foundation of "four granite columns," as he said in his first issue, he brought together unprecedented "power of numbers and influence" in educational work in New England. A. E. Winship has pointed out that the school people of that time in New England "were too suspicious of one another to command general support of any educational policies. The great need of the hour was a unified New England sentiment such as Dr. Bicknell created and maintained; such as no other man could have created and maintained at that time."

Today when educational magazines are legion, it is hard to realize how meager were comparable resources 75 years ago and how immense was the influence of this beacon periodical. Before radio and modern transportation made the exchange of ideas among teachers a simple and easy process, the *New England Journal* was read and quoted not only in New England but thruout the nation.

Fortunately for education and the country, Bicknell advocated in the *Journal*, with all the vigor of his never timid personality: schooling for all American children; improved teacher education; closer cooperation among elementary, secondary,

OUR CARD.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[The above card was set up from the type and rule in the printing office of FRANK WOOD, No. 352 Washington street, Boston. Mr. Wood does not do simply job printing without regard to taste or style, bnt everything from his office has the impress of an artist's hand upon it. Some of his samples of college and school printing, such as catalogues, invitations, programmes, etc., are the finest we have seen anywhere.]

and higher education; enlightened administration and supervision; adequate teachers' salaries; good school buildings, well furnished. These goals, so commonly accepted today, were envisioned by only a few when Bicknell started his campaign.

His persuasive presentation of his beliefs had national impact, foreshadowing the even greater national influence of A. E. Winship, his successor to the editorship of *The Journal of Education*. The change of name of the magazine is in itself significant. The true measure of Bicknell's leadership as editor can be appreciated only by the student of history who goes back into the old volumes and traces the multiple areas of his practical influence.

His contribution to public education through the National Education Association is more obvious, however. One has only to compare the weak and relatively ineffective organization of 1884 to the present powerful institution—and he sees clearly and indisputably the difference that Thomas W. Bicknell made.

Bicknell came to the presidency of the NEA when the membership of this organization, created in 1857, had never been more than 380. Its actual strength and service had never approached its potential. Its financing was so uncertain that the hat was often passed, literally, at the annual meetings. The loyal few, the well-known leaders in education, believed in the Association but the teachers by and large had little idea of its purpose and function.

Dr. Bicknell saw to it that teachers heard of the NEA after his election as president in 1883. In issue after issue of the *New England Journal*, he called attention to the coming meeting in Madison, Wisconsin. He travelled thousands of miles over the country, inviting the teachers to Madison for the summer of 1884. He made arrangements with the railroads for special rates.

And teachers responded to the enthusiasm of this NEA president who felt that they should have a part in the activities of this Association. Thousands and thousands flocked to Madison — young, obscure teachers who caught at this convention their first vision of teaching as a great profession; and leaders in education, the "big names" who called the meeting "a grand moment" in education.

Nor did President Bicknell let the crowds down. The convention program was of such spectacular excellence that some who attended that Madison meeting have declared, looking back upon it after more than half a century, that it was the most outstanding of their lifetime.

Frances E. Willard was there and her presence and her address helped to give to the women members of the Association the status they deserved.

"Women's night" at Madison, with the beloved Miss Willard as the star attraction, may be said to mark the beginning of women's "coming into their own" in the NEA. Today men and women work together as partners in the Association and in the profession. Dr. Bicknell helped to pave the way.

Another long-remembered speaker at Madison was the then virtually unknown Booker T. Washington. This was his first opportunity to reach a national audience and he never ceased to be grateful to President Bicknell for giving him this chance to present to the world the case for education of the Negro.

The Madison convention left the National Education Association more unified in purpose and activity, and made it a truly national organization.

Dr. Bicknell's interest and pride in the Association continued for the remainder of his long and useful life. Similarly, his devotion to the other institution to which he contributed so much, the *Journal of Education*, grew with the years.

He lived to be ninety-one—alert, enthusiastic, pugnacious sometimes, interested in education always, completely abreast of the times, even of the fashions. "He approved of bobbed hair and knickers," reported his home town newspaper at the time of his death in 1925!

Bicknell now is largely forgotten, which is a shame. He merited kinder treatment by history. I present him to you today as a pioneer who knew how much one person can achieve. His record as *Journal* editor and NEA president reveals his effective action based on awareness that *an individual accomplishes most when he works in cooperation with his colleagues, multiplying his efforts by those of his fellows.*

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* * *

"A penny a day will pay for the . . . Journal of Education for one year, yet there are teachers, on salaries of from $500 to $800 a year, who say: 'I cannot afford to take an educational paper. I cannot afford any professional reading:' . . . We are always tempted to inquire the price of the last new feather, ribbon, or fashion plate, but we know it is cruel."

* * *

"High schools we do not regard . . . as common schools: for though they are public, though they are free, yet so slight a per cent of scholars attend them, that they can hardly be called common."

"Popular education needs now to be characterized by industrial features, sufficient to give, at least, clear intimations of what the boys and girls are to do after they quit school."

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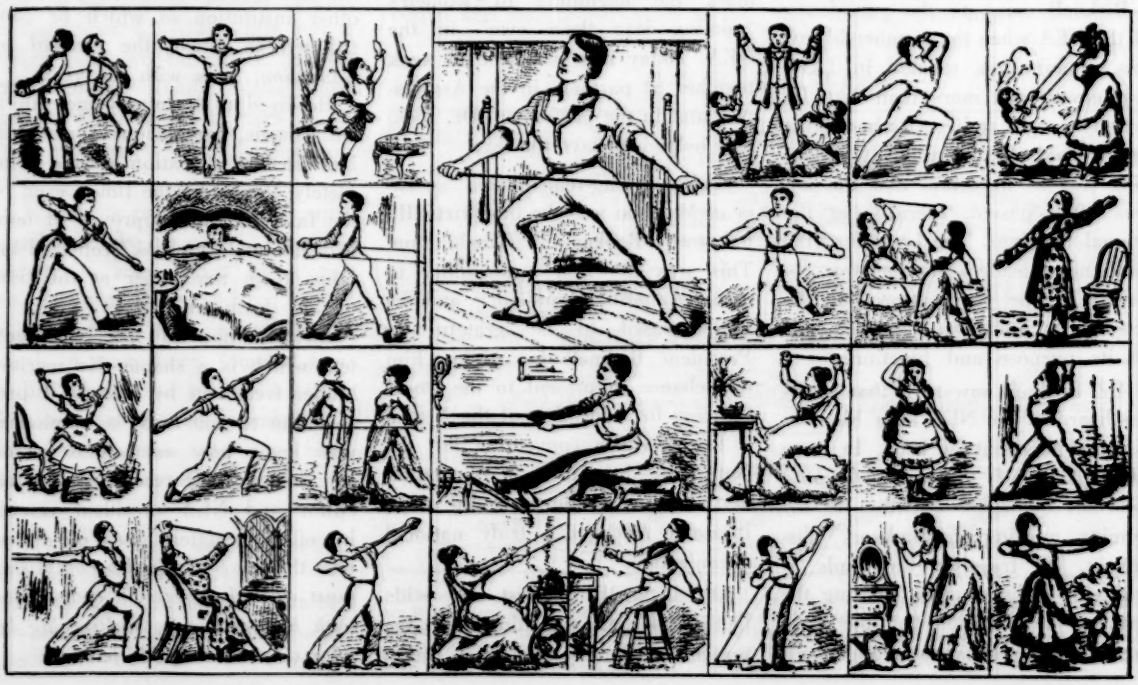

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"RUSSIA—the emperor has decreed, with respect to those young men who are of age to enter the military or naval service, that those who have received the highest education of universities or special schools shall be held to only six months' service; those who have received a secondary education must give eighteen months of service; those who have only received a primary education will be required during three years; while six years will be demanded of those who are without any instruction whatever."

* * *

"Education has its theories. As a guide to high art in teaching, these theories may be good. As used to determine the aim and measure of the teachers' work in any particular school, they are apt to mislead us."

* * *

"Neither good order nor the scholarship of the university (Michigan) has suffered any harm from the presence of ladies in its classrooms; while the physical disasters to the women themselves, which an eminent authority has of late clearly demonstrated to be the penal consequences of feminine toil at the dry and arduous tasks of universal study, have thus far strangely failed to make their appearance in this neighborhood."

* * *

"RUSSIA—Education is making progress in this vast empire, where certainly it was much needed, for it appears from official documents that in 1866 only one conscript out of each hundred was able to read and write, while in 1870 the average had risen to eleven in each hundred, and this average has been still further increased of late years. The municipal council of St. Petersburgh is thinking of making attendance at school compulsory in the city and district adjoining, for all children from 8 to 12 years of age."

XUM

TEXTBOOKS THEN AND NOW

W. W. LIVENGOOD
Editor-in-Chief,
American Book Company

Eighteen Hundred Seventy Six! A hundred years after the signing of the Declaration of Independence! The year of the Philadelphia Centennial! The textbook fraternity felicitates the *Journal of Education* on its birthday, and gratefully acknowledges their indebtedness to it for its varied services to schools, teachers, and publishers during the past three-quarters of a century. In this connection, may the memory of Dr. A. E. Winship remain ever green.

When the *Journal* was born, there were 38 states in the Union, 26 of which were east of the Mississippi. The West was emerging from an era of Indian fighting, prospecting, exploring, buffalo hunting, riding the pony express, and cattle herding, into a stabilized social and industrial order prophetic of its greatness of today.

In 1876, there was time for the New England town meeting, visits with neighbors, ample conversation, neighborhood parties, and an occasional excursion ride on the steam-driven train. Money was a relatively scarce commodity. Barter of goods, a plentiful supply of food and shelter, hand-made clothes, and local self-production plus generous neighborliness made money a secondary need. The tempo of living was slow.

Even then, as long before, the textbook traveler was busy peddling his wares to boards of education of states, cities, and villages, and the township trustee who presided over his eight or ten one-room country schools. Old but familiar publishing names were on the covers of the schoolbooks pored over by boys and girls by the light of the kerosene lamp. Harper's, Appleton's, Van Antwerp Bragg, Barnes, Ivison, Sheldon and a score of other names were proud imprints of the day. McGuffey's Readers, Webster's Blueback Speller, Spencerian Penmanship, Goold Brown's Grammar, White's and Ray's Arithmetics were titles known to grandfathers and now becoming familiar to the youthful generations of the 70's.

Each youngster then furnished his own textbooks. They were passed on from father and mother to son and daughter, each book tidily covered with a home-made cotton jacket to preserve the backs. In many a frontier home these books constituted the family library, outside the Bible. The contents of many were literally learned by heart.

These old books, still enshrined in the memories of a few of us survivors, were as sturdily built physically as the ploughs and wagons and youngsters of their time. They had to be, to survive the longevity required of them. Pedagogically they were as severe as the other disciplines of the time. The teaching philosophy was, "Here are the facts. Learn 'em."

There was no royal road to cultural mastery. You sweat it out by main force just as you picked stones from the New England fields, or grubbed roots in the new-ground patches of Indiana. No color pictures illumined the pages of the texts, only sorry black cuts, used over and over in the various books depending somewhat on what the printer could find and fit in. As a middle-western lad, I often wished I might see a man dressed in long tails, striped pants, and spats, his face adorned with a banker's trimmed beard, a flattish bowler topping his Eastern or British ensemble, as my Reader depicted him. Or a lad in full Eton outfit, when my fellows and I wore patched linsey-woolsey or bluish overalls! Certainly if experiential familiarity of setting is a pedagagical requisite of textbook illustration, my textbooks were somewhat wanting! However, I might observe, I still have all of them, and they surround me on my desk now as I write this; and I yet recapture the very thrills I then had on leafing through them.

These were the books, Mr. Editor, that your worthy magazine examined and reviewed at length in its early issues! And the products of the successors of these old publishers are literally the backbone of the teaching of our modern elaborate educational institutions.

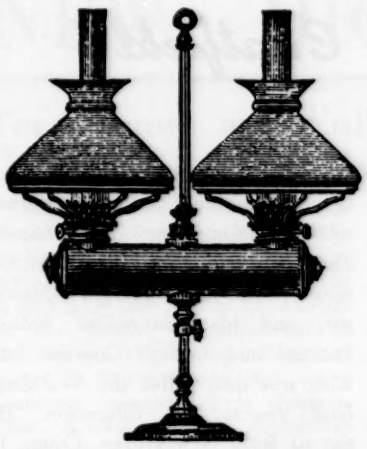
Today we no longer travel by horse and buggy. The oil-driven super-chiefs of the rails, automobiles, and airplanes transport us cross country at undreamed-of speed. The telephone, radio, phonograph, and television bring distant voices and scenes into our very living rooms. Electric power and petrol products have stepped up the potentials of our living and taken drudgery out of manual labor. Our new school buildings are architectural models, equipped for serviceability with every modern gadget. However, two basic requisites therein persist as the center of directional activity—the teacher and the book.

Both have changed much in these seventy-five years. Now the members of the teaching profession can match

the other professions in extent and depth of training for their jobs.

And books of our prevailing era —what of these? Certainly, as the reviews of the *Journal* indicate, the modern textbook is a thing of beauty in design and illustration and a near-perfect implement for the teacher's use and for the pupil's learning. Publishers are sparing no expense in securing competent authors and editorial staffs, and then pouring forth their capital reserves of cash into plates and cuts. The cost of a series of basal Readers now is the dollar equivalent in investment of a list of 200 titles seventy-five years ago! This is due to three things: 1) The thirty-odd titles now included in Readers for the first six grades; 2) The depreciation of the dollar plus the current high costs of composition, plates, printing, and binding including paper and cloth; 3) The illustrations. These are expensive artistic originals to begin with and when translated on the printed page require four runnings through direct-printing presses or the equivalent cost via offset.

The astounding observation by a student of the economics of publishing is the low price-per-book textbook publishers have maintained. Your daily newspaper now costs you five times its price of thirty years ago; the Sunday edition at least three times. Novels that you once bought regularly for a dollar are commonly priced now at three dollars. From 1939 to 1949, according to the U. S. Bureau of Labor Statistics, the average wholesale price of commodities rose more than 100%—doubled, in other words. During the same period the net sales price of elementary and secondary textbooks increased only 65%; and much of the percentile increase was to make up for the absurdly low prices of textbooks during the previous two decades.



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Rightly we are spending millions for new school buildings. We have to do so to house our rapidly increasing school population. More and more teachers have to be hired. But boards of education begin slashing expenses right there. Sure they must have fuel and light, and buy it; but what of supplying teachers and pupils with needed equipment—the tools needed—specifically with textbooks, reference books, maps, globes, etc.? According to the U. S. Office of Education, not including capital expenditures, of course, out of our current dollar expense for education we spend one and one tenths cents for textbooks! Absurd.

School X has had no new histories or geographies for six years—board economy. The pupils read in these books that we are the glorious allies of Russia and China! It was true once; but this is another day, and it is high time we awoke to the realities. Publishers keep their titles current with events; but this will not help the students who are deprived of new books by the failure of boards of education to make replacements.

Today this western civilization of ours is being challenged by an age-old East, famous in history for its invasions of western culture. Our main line of defense lies first not in armies, navies, or air power. It lies in the beliefs and convictions of the everyday American. These he imbibes first and through longest systematic exposure from his teachers and his textbooks. Never before has our democracy depended on education as it now does. The American textbook publisher, backed up by such voices as the *Journal of Education*, recognizes his responsibility; and by the grace of God will continue to fulfill it as he has done since the founding of our free country.

Concerning Mr. Chatfield

The untimely death of Charles Converse Chatfield, first publisher of *The Journal of Education*, meant that its first editor, Thomas W. Bicknell, had to carry most of the burden of building up *The Journal*.

Mr. Chatfield died in August, 1876, aged 35—about a year and a half after he had helped establish *The Journal*.

From what can be learned in his obituary, he was brought down by overtaxing his strength with prodigious labors on behalf of the new magazine.

Chatfield's brief but busy publishing career started in his undergraduate days at Yale. With others, he published the *Yale Courant*, the first weekly college paper in the world.

After graduation he continued the *Yale Courant* under the title, *The College Courant*—a magazine dealing with class and college interests. Then he went into book publishing and book selling.

In 1873 Chatfield assumed publication of the *Connecticut School Journal*, increasing its value and circulation while at the same time continuing to manage the Courant.

According to Mr. Bicknell, "In the autumn of 1874, the Directors of the American Institute of Instruction resolved to establish, at some central point in New England, a paper which should fitly represent the best thought and movements of the country. . . . After the plans had been fully matured, an experienced and successful publisher was found in Mr. Chatfield." Chatfield helped combine *The Maine Journal of Education*, *The Massachusetts Teacher*, *The Rhode Island Schoolmaster*, *The Kindergarten Messenger*, and his *Connecticut School Journal* and *College Courant* into what was then called the *New England Journal of Education*. He moved from New Haven, Conn., to Newton Centre, Mass., to work on the Journal.

His bustling activity was not confined to his publishing efforts. He was a strong and active Methodist, a leader in church activities who was "ever earnest and self-sacrificing."

Of Chatfield, Bicknell said:

"He sought to do good in all his associations, and his hopeful nature was an inspiration to his associates. He made friends because he was himself friendly, and he gained confidence in return for a large exercise of it. His trust in men was large, too large often for his own best good. He looked on the best side of humanity, not on its perversities. His will-power was a mightly force in difficult and trying times. What some counted insuperable, he regarded as easy to be overcome.

"If there was a lion in the street, he never saw him until perchance the bite of the beast told him of his dangerous nearness. His hope was larger than his caution, and his charity was a mantle as broad and all-enveloping as his experiences of human life. His good-nature and cheerful temper were antidotes to many trials and business perplexities."

J. M. C.

Books for Your Classes

Mathematics: A First Course

Rosskopf, Aten, and Reeve. A new basal textbook for the first course in high school. Special emphasis on everyday application. TF

American Government Today

Fincher, Ferguson, and McHenry. A new textbook for the senior high school course in government. Concrete examples and analogies.

Economics for Our Times

Smith. Second Edition presenting current economic developments. More teachable than ever. New and revised illustrations and charts. *

Psychology for Living

Sorenson and Malm. Applies the basic principles of psychology to high school students' needs and problems. * TF

Manners Made Easy

Beery. Social usage and conduct for modern teen-agers at home, at school, in public, and at social affairs.* New Etiquette Text-Films.

How You Look and Dress

Carson. Deals with all important phases of the first course in clothing. Specific material on selection and buying of clothes. * TF

* Correlated Visual Aids List

TF Text-Films in preparation.

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THE NEWS DIGEST

Many High Schools Planning Curriculum Additions

Federal Security Administrator Oscar Ewing's proposal for "a reorganization of the high school curricula so that there will be a consistent program of military and technical training" came late, as far as many high schools are concerned. As early as late last fall, superintendents were talking about military drill, and in many places new defense courses are being offered this semester. Typically, girls may take practical nursing or first aid, while some shopwork classes for boys may later be put on a war-time basis to serve as units of the defense production program.

Thousands of teachers are already taking courses stressing precautionary measures. Citizens are helping too. New Jersey's Civilian Defense Council, for instance, has developed the bomb drill used for pupils in that state and has asked that local committees provide shelters within school buildings where feasible. The Council has also offered the services of engineers to inspect schools which cannot be converted.

Draft Exodus from Colleges Increases Financial Headache

Before the Korean war speeded up the draft, this country's colleges had an enrollment of 2,344,504, a drop of 187,809 from last year's total. What will happen during this semester is anybody's guess.

When heads of New England men's colleges were polled on how selective service would effect their own student bodies, estimates of the decline ranged from 10 to 50%. College competition for students is expected to result in what President Charles Cole of Amherst termed "an interesting scramble."

Financial losses for the rest of 1951 were estimated as ranging from "substantial" to "a hurricane."

In a report based on a long-range study of college money problems, the Association of American Universities' Commission on Higher Education warned that inflation plus higher student fees might "reverse the trend toward equality of educational opportunity in this country."

Teen Agers and College Heads Confused by Selective Service Proposals

Parents, educators and boys approaching 18 have recently been stirred by Defense Department selective service proposals to draft men at 18, give them four months basic training and require an additional 23 months active service. Secretary George C. Marshall and Mrs. Anna Rosenberg insisted before Congressional Armed Services committees that no strings be attached to the use made of the young draftees.

Meanwhile secondary school principals were protesting against the effects of uncertainty on draft-age boys. Droves of college men who poured into recruiting offices to volunteer for the service of their choice brought forth demands from the Association of American Colleges for reassurances that deferred students be allowed to enter any branch of the service and that inductions take place only at the end of the academic year. The Association's "declaration of manpower" also recommended starting service at 19 and deferring students of theology, dentistry and medicine, as well as graduate students in mathematics, engineering, physics and biology.

Returning from their January conference in Atlantic City, the college presidents set to work answering the Office of Education's questionnaire on training and research facilities they can offer for defense purposes. Here seemed to be the most likely means of keeping the colleges off the rocks in the uncertain period ahead.

Three Year High School Poses New Problems

ALBANY, N. Y. — Decision by the New York State Regents to urge high schools in this state to graduate their students in three years is receiving attention from educators in many other states. The accelerated program would enable boys who completed high school before their 17th birthdays to get in a year of college before being drafted.

This raises the question of whether a high school program being taken by non-college students as well as the college preparatory group should be reduced to scale for the convenience of the college group. Ways of permitting the college group to accelerate while the non-college group has the usual four years of study are under discussion here and elsewhere.

Botany Professor Attacks Education Schools & Teachers

CLEVELAND. — Harry J. Fuller, University of Illinois botany professor, gave colleges of education, their professors, and their ideas a barbed going over before the American Association for the Advancement of Science. He challenged professional educators on four counts:

1. "Falsity of the basic assumptions from which they proceed in their anti-intellectual activities.

2. "Deterioration in the contemporary training of students, particularly in the high schools.

3. "Substitution of 'socially significant' subjects for sound education in the humanities, arts and sciences.

4. "Confusions and inconsistencies which dominate the thinking, utterances and activities of many education professors."

Fuller conceeded that not all education professors and their courses were "hopelessly idiotic." "Some," he admitted, are gentlemen and scholars."

Sociology Class Polls Public On State of the World

LACONIA, N. H. — Concerned about the world situation, members of Laconia High School sociology class polled a cross section of local citizens to get their views. They found the public generally optimistic. More than half the 615 people interviewed felt that the West can successfully defend its "friends" in Asia and that UN police forces can be made strong enough to prevent another outbreak.

Purpose of the survey was to find

Salaries and School Finances Seen Major Problem in '51

Teachers and administrators in every part of the country are keeping an anxious eye on the school dollar. The next few months will show whether the 39 legislatures meeting this year can find new tax sources to meet rising school costs and whether recent advances in salary schedules can be held.

New York City teachers who want substantial raises and up-state teachers seeking $400 cost-of-living increases will learn what their chances are when the Moore committee on salaries reports to Governor Dewey February 15.

Elsewhere state education associations are suggesting various sources of revenue for school purposes. A general sales tax is proposed in South Carolina. Earmarking part of auto tax revenues for school construction has been suggested in Florida. Legislation to permit common school districts to levy unlimited increased millage is sought in Oklahoma. Poorer districts will benefit if Maine and New Hampshire programs for state aid on a basis of need become law.

Defense costs may cause some states to withdraw support for retirement systems and let the teachers go under social security. The Maine Teachers Association has gone on record against any such move in that state.

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the source of public opinion in newspapers, magazines, commentators and columnists.

No Construction Magic, New York Experts Say

NEW YORK — This city's Board of Education was told recently to stop dreaming about temporary low-cost buildings, new "miracle" materials and revolutionary construction methods. Instead it was advised to carry out its large-scale school building program by long-term planning and by hiring a top-notch coordinator who knows every phase of the building business.

The advice was offered by a group of leading architects, builders and financial experts who studied New York's building problem for the Public Education Association.

Economies will come from flexibility and multiple use rather than from details of construction, the group felt. It cited rooms that could be changed in size by using moveable partitions and arrangements of locker space so that equipment and pupil possessions could be safeguarded if a building were put to other uses in off-hours.

School Building Problems Laid on Stanford's Doorstep

PALO ALTO, CALIF. Everyday or so, some superintendent or chairman of a citizens' committee consults the education department on school construction problems. Such questions are turned over to Dr. James D. MacConnell, associate dean of the graduate school of education, who heads a new special service dealing with remodeling, building and furnishing of schools.

Samples of ceilings, floor, desks, lights and other paraphernalia are on display at the university. Often a team of advisors is sent out to look over the situation in a community that has reached the limit of overcrowding. If a million dollar bond issue is called for, Dr. MacConnell's group directs the publicity. If shifting of pupils to schools already available, the Stanford experts plan this move.

MacConnell expects other universities to copy this service.

Pasadena Middle of the Roader

PASADENA, CALI6. — Frank R. Walkup, acting superintendent of Pasadena's schools, describes himself as a middle-of-the-roader. To settle this city's conflict over progressive education, a battle-of-the-citizens that resulted in the resignation of Dr. Willard E. Goslin, he will need to be both balanced and diplomatic.

The Pasadena School Development Council, chief campaigner against Dr. Goslin, is tentatively supporting Walkup. A spokesman announced willingness to "cooperate in getting rid of progressive education."

Meanwhile, an objective appraisal of local school needs is being sought from a Citizens Survey Committee which voted unanimously to appoint Dr. Clyde Hill of Yale as its chief consultant.

An inquiry being conducted by the National Commission for the Defense of Democracy through Education is trying to determine the part played by pressure groups in turning Board sentiment against Dr. Goslin.

High Schoolers Indifferent To Nation's Labor Problems

CHAMPAIGN, ILL.—High school students just can't get excited about pensions at 65. In a survey, they ranked strikes and labor troubles 150th in a group of 159 on their interest scale.

The reason for student indifference to labor-management issues, according to Ralph McCoy of the University of Illinois Institute of Labor and Industrial Relations, lies in the fact that movies, radio film, newspaper and magazine reports leave teenagers confused. McCoy admits the difficulty of giving a fair, impartial and simultaneously "popular" treatment of labor issues, but says the failure of mass communication media to provide the information in a form students find digestible leaves the whole problem up to high school librarians and social studies teachers. They in turn are faced with choosing from a vast mound of propaganda, material that will, they hope, give the facts on both sides.

To help the bewildered teachers, he lists some of the "better" materials available in an "Occasional Paper," free on request from Herbert Goldhor, University of Illinois Library School, Urbana.

Industry Helps on Guidance

YOUNGSTOWN, OHIO — Students in Youngstown district public schools are learning about local job opportunities under a program sponsored by Industrial Information Institute, Inc., an organization representing 100 Youngstown firms. In the classroom, a series of texts, written by teachers on leave and financed by the Institute, give the facts about this region's industries. Used in conjunction with the schools' aptitude tests, these booklets are helping to channel the 80 per cent who are absorbed into local industry towards jobs for which they will not be mifits. The Institute also holds expositions, aimed at high

school youth, featuring the latest in devices and machines, and sponsors plant tours.

The program, suggested by local school men, is the result of school-industry planning.

This Teacher Marks on Discs

GARDNER, MASS. — Gardner High School students are listening to records to find out how well they made out on their last compositions. English teacher Nachman Cohen reads his criticisms of papers into a dictating machine. Theme and disc come back to the student who then hurries to the playback machine. Each disc will hold 30 minutes of comment or corrections of from six to eight papers.

Portland Educates Parents

PORTLAND, MAINE — Portland schools have a public relations device that sells parents on modern teaching methods. And what's more, the parents asked for it.

P T A members, bewildered by changes in report cards, instruction in arithmetic, reading and writing, and other school practices requested and are getting a series on programs on the "whys of modern teaching." According to parents themselves, the programs are cementing friendly relations between home and school and reducing criticism to a minimum.

More Help for Stutterers

URBANA, ILL. — A calm normal person may become an emotional shambles in five minutes when subjected to a new speech and hearing device at the University of Illinois. A study of what takes place during this ordeal by microphone and earphones is expected to yield data that will help thousands of handicapped persons. The device is being used in research on human emotions, the mechanics of stuttering and the theory of speech in relation to hearing.

Louisville Schools Get FM

LOUISVILLE, KY. — This city's elementary and junior high schools are now getting FM programs on the UN, human relations, social studies, science, current events and storytelling. Many other cities are using FM radio as a teaching aid, but Louisville's radio classes are probably the only ones to result from a merger of school and library facilities. Under a Board of Education plan, a former teacher selects the programs from the Louisville Free Public Library's thousands of educational tape recordings. Twelve radio classes a week are broadcast from the library's FM station. Teachers receive study guides with lists of books and films that may be used in connection with the programs.

Should Girls Start School before Boys?

CLEVELAND — Boys should be older than girls when they start their schooling because they mature more slowly. Dr. Frank R. Pauley, research director of the Tulsa, Okla. schools, told the American Association for the Advancement of Science that while girls are "probably" ready to begin school at 6, most boys are still three to eight months too young for the step. He recommended that separate legal age requirements be established for school entrance.

Dr. Pauley's report was based on a survey of Tulsa school records for the past 15 years. These showed that under the present single-age standard, boys lag behind girls in school work, with resultant mental hygiene problems.

Dr. Pauley said his growth-maturity findings are also borne out by a separate study of IQ tests of the school-age sexes. His study of the norms now set for 6-year-olds shows that when broken down into the sexes the girls average four points above the "norm" and the boys four points below it.

Family Life by Mail

Young married couples in Kentucky who are having a hard time getting along can stop worrying. The University of Kentucky extension department is offering a correspondence course in marriage and family living. Designed primarily for high school juniors and seniors, the course was initiated because few high schools in the state include family living in the curriculum.

Comics Found Useful

Instead of causing delinquency, comic strips are a definite aid to those who want to understand children's mental processes, according to David Cole, Occidental College psychologist who has just completed a study of children's preferences in comic strips in relation to their personalities. The professor's findings:

Children who have the greatest liking for adventure comic are those most "tied down" at home.

New Guidance Catalogs

Two new catalogs of testing, guidance and reading-improvement materials are available free from Science Research Associates, 228 South Wabash Avenue, Chicago 4. One is for elementary teachers, counselors and administrators, the other for high school and college personnel.

Three TV Lessons

The American Association of School Administrators are not the only educators' group to be favored with teaching telecasts.

The Music Educators Conference, meeting in Atlantic City, will receive a Philadelphia school TV show April 30.

Earlier that month, an elementary school health lesson will be presented from WWJ-TV, Detroit for the American Association for Health, Physical Education and Recreation.

Baseball Brightens Math

NEW YORK — In an attempt to make mathematics instruction more effective, New York's Board of Education has just issued a booklet of problems based on photo enlargement and recipes, with a section titled "Pythagoras on the Baseball Diamond".

Pan American Material

The Pan American Union, Washington 6, D. C., has for free distribution a resource unit on Mexico and a small poster on Brazil, with two pictures and two pages of text. The Mexico unit is useful on both elementary and secondary levels, but the Brazil poster is not adapted to use below the fifth grade. Teachers requesting these publications are asked to state the name of their school and their grade or subject.

Material for Pan American Day, April 14, will be ready by March 1.

What One Principal Found in TV Survey

BATAVIA, N. Y., — What role does television play in the life of a child in a small city?

Caryl Hedden, principal of a grade school in this community, found in a survey that children were spending an average of four hours a day watching television, that one sixth of those questioned were doing less reading, and that some found the programs so interesting that they could not get around to their homework.

Only 27 of the 180 pupils in Hedden's school did not see TV regularly in their own homes or those of friends. Forty of those queried said their parents kept them from seeing television if they had misbehaved and one fifth grader added, "I'd rather have a spanking."

Notices and Memos

On the theory that U. S. schools would be mutually stimulated by exchanges of teachers, Kappa Delta Pi has established the William Chandler Bagley Teacher Exchange. Teachers interested in transferring temporarily to another school should write to Dr. E. I. F. Williams, Recorder-Treasurer, Heidelberg College, Tiffin, Ohio.

The Association for Childhood Education International will hold its 1951 Annual Study Conference in Seattle, Washington, March 26-30. Write Mary E. Leeper, Executive Secretary, Association for Childhood Education International, 1200 15th St., N. W. Washington, D. C.

"Languages Are the Pedigrees of Nations" will be the theme of the Fourth University of Kentucky Foreign Language Conference to be held in Lexington April 26-28. Programs may be had from Dr. Jonah W. Siles.

Grins Between Grinds

WASTE OF TIME

New Pastor: Good morning, my dear child. Is your mama at home?

Willie: Yes, sir, she's at home, but I'm afraid the consolations of religion will be thrown away on her today, sir.

Pastor: Dear me, and why so?

Willie: She's having trouble with her jell, sir.

* * * * *

GOLDEN WEDDING

The following society item appeared in the Mowbridge, S. D. Tribune:

"Miss Jennie Jones and Bob Henry were married at the Jones mansion last night. The bride is the daughter of Constable Jones who has made a good officer and will undoubtedly be reelected this spring. He offers fine horses for sale in another column of this issue.

"The groom runs a grocery store on Main st. and is a steady patron of our advertising columns. He has a good line of bargains this week. All summer he paid two cents more for butter than any other store in town.

"They were married by Rev. Josiah Butterworth, who last week called at this office and gave us a nice order for handbills.

"Jennie and Bob left on the 10 o'clock train for Milwaukee to visist the bride's uncle, who, we understand, has lots of money."

* * * * *

RIGHT POLISH

"Mother," the new bride asked, "what's the best way to protect a wedding ring?"

"Well," said mother sagely, "you just dip it in dishwater three times a day."

* * * * *

UNWORTHY

Teacher—I am sorry to say it, Henry, but your composition is not worthy of you. The rhetoric is faulty, the logic is weak, the statements are based upon misinformation and the style is lamentably crude."

Henry—Papa will be mad when I tell him that.

Teacher—You can perhaps soften him by telling him that you did your very best.

Henry—Did my best nothing. Papa wrote the whole of it himself.

EVEN THEN

The story goes that when Hannibal Hamlin, Lincoln's vice-president, was a young man, he called a caucus to choose delegates to the Maine conventions, state county and congressional. Two persons came, Hannibal himself, and John Smith. They elected a full list of delegates, but when it came to their credentials, a difficulty arose. Hamlin was chairman of the caucus, and Smith secretary: but how was the gathering to be described? Hamlin said, "Mr Smith, write, 'At a large and respectable caucus, sos-and-so were chosen delegates to the state convention' and then put the names."

"But, Squire Hamlin, can we call this caucus large and respectable—only you and me?"

"Why not, Mr. Smith? You are large and I am respectable: What's the difficulty?" And the credentials were so made out.

* * * * *

SPARE THE ROD

The little schoolboy was weeping bitterly. Coming up to the lad his teacher inquired the reason.

"I don't like school" he sobbed "and the law requires me to stay here until I'm twelve."

"Don't let that trouble you," said the teacher. "I have to stay here until I'm 65."

* * * * *

NO RIDDLE

This one can help liven that unit on the effects of alcohol.

"What is it that has green eyes, pink hair, horns, and breathes smoke and flame?"

"I give up."

"I don't know either, but it's been following us ever since we left that last bar."

* * * * *

THE CLINCHER

The fluttery customer wanted to see some tablecloths but nothing the salesman could show her was good enough. "Haven't you anything new?" she asked, after pawing through most of his stock.

The man brought out another pile. "These are the newest pattern," he said. "You will notice that the edge runs all around the border and the center is in the middle."

"Dear me, yes," said the woman. "I'll take half a dozen of those."

DIRECTORY OF SCHOOL EQUIPMENT AND SERVICES

The following firms, each specializing in merchandise or services for schools, cordially welcome inquiries from Journal of Education readers. All the firms here listed are known to be reliable.

Book Publishers

Allyn and Bacon, Boston, New York
Chicago, Atlanta, San Francisco, Dallas

American Book Company
New York

Ginn and Company
Boston

Henry Holt and Company
New York

Houghton Mifflin Co.
Boston

Iroquois Publishing Co.
Syracuse, N. Y.

The Macmillan Co.
New York

McGraw-Hill Book Co.
New York

G. and C. Merriam Co.
Springfield, Mass.

Newson and Co.
New York

Prentiss-Hall, Inc.
New York

Row, Peterson and Company
Evanston, Ill.

Silver Burdett Company
New York

Scott, Foresman and Company
Chicago, New York, Atlanta, Dallas

Webster Publishing Company
St. Louis, Missouri

John C. Winston Company
Philadelphia, Pa.

World Book Company
Yonkers-on-Hudson, N. Y.

Jewelry

L. G. BALFOUR COMPANY
ATTLEBORO, MASS.
Class Rings and Pins
Commencement Announcements, Diplomas, etc.
Typing Awards — Medals & Trophies
Club and Organization Insignia

Lantern Slides, Stereographs

Keystone View Co.
Meadville, Pa.

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music: Operettas

School Specialties

Holden Patent Book Cover Co.
Springfield, Mass.

SoundScriber Corporation
New Haven, Conn.

Typewriter Service

Underwood Corporation
Service Everywhere Through a Nation-wide Organization
Remington Rand Inc.
Nation-wide service—as near to you as your telephone

Teachers' Agencies

The Grace M. Abbott Teachers' Agency
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LOUISE H. ESSERY MARJORIE P. TICKNOR

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